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ABSTRACT

The report is a final evaluation of a three-week Adult Basic Education (ABE) institute emphasizing rural ABE, and of the research phase of the project conducted July 1971--May 1972. Throughout the institute, participants were requested to compile a list of areas of adult education research based on the presentations and discussions during the program. During the last week, participants were requested to submit research topics for approval. The report includes a general overview; information on participants and officials, academic credit, and facilities; and a six-page summary of daily events. Three types of evaluation of the institute conclude the first section of the document. The report of the second phase, the field followup research activities and three regional workshops devoted to them, is primarily comprised of eight monographs produced by staff associates from the research submitted by participants (on such topics as the recruitment and retention of adult students, teacher-training needs, and characteristics of adult learners and instructional implications), and of abstracts of the research reports submitted by the participants. A one-page narrative report for the research activities precedes the materials; related documents and recommendations to the U. S. Office of Education are appended. (AJ)

ED105218

NICHOLLS STATE UNIVERSITY
GRADUATE SCHOOL

ADULT BASIC EDUCATION INSTITUTE
TEACHERS, ADMINISTRATORS, AND PARAPROFESSIONALS
OF RURAL ABE PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JUNE 1, 1971 - MAY 31, 1972

FINAL REPORT
MAY 31, 1972

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NICHOLLS STATE UNIVERSITY

Adult Basic Education Institute
for
Teachers, Administrators, and Paraprofessionals
of
Rural ABE Programs

FINAL REPORT

Nicholls State University
Graduate Division
Thibodaux, Louisiana

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May, 1972

PREFACE

The following report is presented as a final evaluation of the Adult Basic Education Institute for teachers, administrators, and paraprofessionals of rural ABE Programs conducted at Nicholls State University, June 7-25, 1971, and the research phase of the project conducted July, 1971, through May, 1972. The project reported herein was supported by a grant from the U. S. Department of Health, Education, and Welfare, Office of Education, under P. L. 91-230, Title III, Section 309.

Submitted By

Dr. T. Earl Banister
Project Director

Robert W. Boyet
Associate Director

INSTITUTE STAFF

Dr. T. Earl Banister, Institute Director

Mr. Robert W. Boyet, Associate Director

Mr. J. C. Babbs, Staff Associate

Mr. George Bertrand, Staff Associate

Mrs. LaVerne P. Gresham, Staff Associate

Mr. Loy D. Hedgepeth, Staff Associate

Mr. William T. Keaton, Staff Associate

Mr. Charles P. Loeb, Jr., Staff Associate

Mrs. Marie A. Meno, Staff Associate

Mrs. Martha Nelsen, Staff Associate

Mrs. Zelda Rick, Staff Associate

Mrs. Juanita Shaver, Staff Associate

OFFICE ASSISTANTS

Donna Ray, Secretary
Hilda Dees, Stenographer
Patricia Smith, Student Typist
Penny Hebert, Student Typist
Georgia Garret, Student Typist
Mary Spiess, Student Typist
Alice Foret, Student Typist

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In addition to the outstanding work performed by the Institute Staff, consultant personnel, and the workshop participants, special acknowledgement must be extended to the following:

Mr. George Blassingame, Region VI Adult Basic Education Program Officer, U. S. Office of Education, Dallas, served as Project Officer for the Nicholls Program and was most cooperative is assisting the Institute Staff in all phases of administration and operation of the entire project.

Dr. Vernon F. Galliano, President, Nicholls State University, extended the full services of the staff and facilities of Nicholls in generating an environment of cordial hospitality and a relaxed atmosphere of learning.

Dr. O. E. Lovell, Jr., Dean of the Graduate Division, Nicholls State University, was directly responsible for formulating administrative operation of the program and providing instructional and recreational facilities, housing, registration policy, and special activities--all of which was accomplished with the greatest amount of cooperation and mutual concern for the success of the program and the well being of the participants.

Mr. Luther Black, Arkansas ABE Director; Mr. Bob Allen, Texas ABE Director; Mr. Earl Hammett, Louisiana ABE Director; Mr. Ed Olvey, Oklahoma ABE Director; Mr. Bill Ghan, Missouri ABE Director; Mr. W. W. Lee, Kansas ABE Director; and Mr. J. C. Baddley, Mississippi ABE Director, were most cooperative and understanding in their support of and interest in the Institute, selection of participants, assistance in staff selection, and tremendous support for the research phase of the project.

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PHASE I

INSTITUTE PROCEEDINGS

CALENDAR OF EVENTS

January 20, 1971

Initial meeting with Adult Education staff of Louisiana State Department of Education to discuss possibility of submitting proposal for Regional "309" Teacher Training Project.

January 25, 1971

Began rough draft of Institute proposal and collection of information and ideas on teacher training needs from numerous local Adult Education teachers and administrators in rural programs.

February 26, 1971

Meeting with administrative personnel of Nicholls State University to discuss possibility of their sponsorship of regional teacher training institute.

March 2-5, 1971

Sample survey of local teachers in three rural ABE programs taken to determine some major problem areas of concern for rural programs that should be focused upon in a teacher training program.

March 9, 1971

Region VI State Directors' Meeting at Regional Office in Dallas, Texas held to discuss funding, procedural policies, and content of the regional teacher training institutes.

March 25, 1971

Meeting with administrative personnel at Nicholls State University and Regional Program Officer to review rough draft of the Institute proposal and make necessary revision.

March 30, 1971

Submission of Nicholls Proposal to Region VI Office of Education for review.

April 5, 1971

Correspondence with each State Director having participant slots for the Nicholls Program. (Attached rough draft of proposal for their review and to seek their recommendations concerning selection of Staff Associates.)

April 9, 1971

Nicholls State University Regional Teacher Training Proposal submitted to U. S. Office of Education for funding.

April 29, 1971

Meeting with Nicholls administrative personnel to discuss numerous problems of Proposal Institute due to late notification of approval. (Decided to contact each State Director and secure participant recommendations without official approval.)

April 30, 1971

Correspondence sent to State Directors requesting recommendations to Nicholls Program.

May 7, 1971

Official notification of approval of Nicholls Teacher Training Project, subject to negotiations, received from U. S. Office of Education.

May 10, 1971

Correspondence sent to **every** participant in each state recommended to attend the Nicholls Program by the State Director explaining all areas of the Institute.

May 19-20, 1971

Contract negotiations with U. S. Office of Education in Washington, D.C.

May 31-June 1, 1971

One-week pre-institute planning conference with Nicholls Workshop Staff members to finalize all aspects of the Institute Program.

June 7-25, 1971

Nicholls State University Adult Basic Education Teacher Training Institute for teachers, administrators, and paraprofessionals of Rural ABE Programs conducted at Nicholls State University in Thibodaux, Louisiana.

June 11, 1971

Official notification of Grant Award for Nicholls Institute received from U. S. Office of Education.

July 10, 1971

Participant stipends, dependency allowances, and travel expenses for attendance at Nicholls Institute mailed to each participant.

GENERAL OVERVIEW OF THE INSTITUTE

I. STAFF

A. Institute Staff

1. Project Director

Dr. T. E. Banister, Associate Professor, Graduate Division, Nicholls State University, served as instructor for the Institute and was responsible for the overall administration and general management of the project.

2. Associate Director

Mr. Robert W. Boyet, Supervisor of Adult Education, Louisiana State Department of Education, served as a liaison between Nicholls University and the participating State ABE Programs. Major responsibilities included initial planning, compilation and writing of Institute proposal; coordination of workshop planning, including development of program and selection of personnel; implementation of daily activities of the Institute; compilation and writing of the Institute evaluation; overall coordination of the research phase of the project; and compiling of the final report on research activities.

B. Staff Associates

The Institute Staff or Staff Associates utilized for the Institute Project consisted of ten (10) local ABE practitioners representative of the states involved. The ten (10) Staff Associates were selected by the Institute Staff on the basis of recommendations of each State Director. Criterion for selection included previous Institute and teacher training experience, actual program experiences on the local level in rural situations, and a broad knowledge of the total scope of Adult Education in the nation. The Staff Associates assisted in the general coordination and development of Institute activities, served as liaison personnel between participants and Institute Staff, coordinated and implemented the daily activities of the Institute Program, presided as group leaders in various group activities, coordinated the research phase of the project with each participant in their research group, and compiled a monograph report based on the various research areas for the final report. Staff Associates serving in the Institute Program were:

1. J. C. Babbs, Coordinator, Adult Basic Education Program, Cotton Plant, Arkansas
2. George Bertrand, Supervisor of Adult Education, Acadia Parish School Board, Crowley, Louisiana
3. LaVerne P. Gresham, Northwest Area Supervisor of Adult Education, Louisiana State Department of Education, Shreveport, Louisiana
4. Loy D. Hedgepeth, Director, Northeast Louisiana Learning Center, Ouachita Parish School Board, Monroe, Louisiana
5. William T. (Bill) Keaton, State Supervisor of Adult Education, Arkansas State Department of Education, Little Rock, Arkansas
6. Charles P. Loeb, Jr., Supervisor of Adult Education, St. Landry Parish School Board, Opelousas, Louisiana
7. Marie A. Meno, State Supervisor of Adult Education, Louisiana State Department of Education, Baton Rouge, Louisiana
8. Martha Nelsen, Director, Little Rock Adult Vocational School, Little Rock, Arkansas
9. Zelda Rick, Director, Adult Learning Center, Victoria Public Schools, Victoria, Texas
10. Juanita Shaver, Coordinator, Region VI Education Service Center, Huntsville, Texas
11. Staff Associate Information

a. Age

21-30 - 0
31-40 - 2
41-50 - 6
51-60 - 2
60 + - 0

b. Sex

Male -6
Female -4

c. Years in Adult Education

0 years - 0
1-2 years - 0
3-5 years - 1
6-10 years - 5
11 + years - 4

d. College Degrees

No Degree	0
BA or BS degree	10
MA or MED. degree	5
+30	0
PhD	0

e. Previous Roles in Adult Education

Teacher	9
Supervisor	8
Coordinator	3
Counselor	1
Teacher Trainer	8

f. Full Time Job

ABE Teacher	0
ABE Administrator	8
Elementary Teacher	0
Secondary Teacher	0
School Administrator	2

g. ABE Workshop Experience

0 Workshops	0
1-2 Workshops	0
3-5 Workshops	5
6+ Workshops	5

C. Consultants

1. Dr. Edgar Boone, Assistant Director and Head, Department of Adult and Community Education, North Carolina State University. Topic: "Curriculum Development in Rural ABE Programs".

2. Miss Maryann Clote, President, Clote Academy for Personal Achievement, Dallas, Texas. Topic: "Motivation of the Rural ABE Student".

3. Mr. C.C. Couvillion, Assistant Director of Adult Education, Louisiana State Department of Education. Topic: "Experimental Projects in Guidance and Counseling in Rural ABE Programs".

4. Dr. Norman Dixon, Associate Director, University-Community Education Programs and Professor of Higher Education, University of Pittsburgh. Topic: "Cultural Awareness of the Problems of the Rural Undereducated Blacks".

5. Dr. Carroll Eubanks, Head, Department of Psychology and Guidance, Nicholls State University. Topic: "The Role of Guidance and Counseling in Rural ABE Programs".

6. Dr. Dorothy Hawkins, Associate Professor, Southern University, New Orleans. Topic: "Assessment of Entrance, Retention, Progress and Follow-up of Rural ABE Students".

7. Dr. C. W. Lamb, Staff Development Coordinator, Florida State Department of Education. Topic: "In-Service Training Models for Rural ABE Programs".

8. Mr. Bray Sibley, Director, Guidance and Counseling Section, Louisiana State Department of Education. Topic: "Individual Inventory and Basic Principles in Interviewing ABE Students".

9. Mr. Carl Spears, Supervisor of Adult Education, East Baton Rouge Parish School Board. Topic: "Development of Full Time Adult Education Learning Centers and Their Feasibility for Rural Programs".

10. Mr. Sid Tanen, State Suprevisor, Adult Education, New Mexico State Department of Education. Topic: "Utilization of Video-Tape Equipment in ABE Programs".

D. Resource Personnel

The following Resource personnel was selected to provide information and results of some outstanding Section "309" Special Projects that dealt with rural programs. They are as follows:

1. Mrs. Ann P. Hayes, Evaluation Specialist, Appalachian Adult Basic Demonstration Center, Morehead State University.

2. Mr. Ken Stedman, Adult Guidance and Counseling Project, University of Texas

3. Dr. Stephen Udvari, Associate Project Director for Research and Development, Rural Family Development Project, University of Wisconsin.

E. Regions VI and VIII State Directors of Adult Basic Education

1. Mr. Luther H. Black, Arkansas

2. Mr. W. W. Lee, Kansas

3. Mr. Earl L. Hammett, Louisiana

4. Mr. Bill Ghan, Missouri

5. Mr. Tom Trujilio, New Mexico

6. Mr. Leonard Hill, Nebraska

7. Mr. Ed Olvey, Oklahoma

8. Mr. Bob Allen, Texas

9. Mr. J. C. Baddley, Mississippi

F. U. S. Office of Education Representatives

1. Mr. George Blassingame, Region VI, Adult Basic Education Program Officer, Dallas Office of Education

2. Dr. Harry Hilton, Region VIII, Adult Basic Education Program Officer, Kansas City Office of Education

3. Mr. Pete Rieser, Region VI Representative, Washington, D. C., Office of Education

G. Special Guests

Mr. Walter Wright, Director of Continuing Education, Orleans Parish School Board, Banquet Speaker

H. Institute Hosts

1. Dr. Vernon F. Galliano, President, Nicholls State University

2. Dr. O. E. Lovell, Jr., Dean of the Graduate School, Nicholls State University

II. PARTICIPANTS

A. Selection of Participants

A total of 100 participant slots were available for the Nicholls ABE Teacher Training Institute to be selected from nine (9) states within Region VI and Region VII plus California. A total of 89 participants attending the Nicholls Program representing the states of Arkansas, Kansas, Louisiana, Mississippi, Missouri, Oklahoma and Texas. Participant slots extended to the states of Nebraska and California were unable to be filled due to the late notification of approval for the project. The Institute Staff was unable to initiate any correspondence in regard to selection of participants until May 10, 1971, three weeks prior to the beginning of the Institute Program, and even before final contract negotiations had been conducted with the U. S. Office of Education.

The State Directors were responsible for selection of participants from their respective states and were required to submit a list of participants with alternates to the Project Director. Because of the late notification and final contract negotiations, the Nicholls Institute Staff eventually contacted a total of 171 potential participants which

included every participant and alternate recommended by each State Director. As a result of this correspondence, a total of 89 participants were finally secured for attendance in the program. A list of participants selected for the program was submitted to each State Director along with the names of those who had received invitations but were unable to attend.

B. Criteria for Selection

The following criteria were submitted to each State Director for use in selection of participants:

1. Must be currently employed in a local Adult Basic Education Program, or have a commitment to serve in an Adult Basic Education Program following the Institute. (Such commitment must be in the form of a certification by a local director or superintendent of a program providing ABE services.)
2. Must adequately represent the population(s) to be served.
3. Priority will be given to those applicants who meet the registration requirements of the Graduate School of Education at Nicholls State University in order to assure that the maximum number of participants are eligible to receive credit for the courses offered. To receive credit, participants must meet the entrance requirements of the Graduate School and register for both graduate courses offered, Education 545 and 547.
4. However, no participant selected shall be denied the right to attend the Institute based solely on his inability to meet the graduate requirements of Nicholls State University.
5. Priority will be given to applicants who have not attended two or more institutes in previous years.
6. Married couples will not be eligible to attend the same institute unless approved in advance by the Regional Program Officer.
7. Must complete and submit all necessary forms, records and registration requirements to the Project Director prior to May 25, 1971.

C. Participant Support

Each participant was paid a stipend of $75.00 for three weeks, plus a dependency allowance of $15.00 per dependent per week.

Travel allowance was also paid to the participants and paraprofessionals at the rate of 8 cents per mile for one round trip from their home to Thibodaux.

D. Participant Information

1. Age

18-20	2
21-30	13
31-40	34
41-50	27
51-60	9
61+	4

2. Sex

Male	37
Female	52

3. College Degree

No degree	6
BA or BS degree	83
MA or MED degree	25
+30 degree	0
PhD degree	0

4. Adult Education Experience

0 years	1
1-2 years	24
3-5 years	44
6-10 years	18
11 + years	2

5. Role in Adult Education

Teacher	69
Supervisor	10
Coordinator	3
Counselor	1
Paraprofessional	6
Teacher Trainer	8
MDTA Teacher	1
MDTA Administrator	1

6. Full-Time Position

ABE Teacher	3
ABE Supervisor	2
ABE Paraprofessional	4
Elementary Teacher	37
Secondary Teacher	21
School Principal	3
Librarian	3
Reading Specialist	1
Special Education Instructor	3
School Administrator	10
MDTA Instructor	1
MDTA Administrator	1

7. ABE Workshop Experience

Number of Workshops Attended
0 workshops - - 39
1-2 workshops - - 47
3-5 workshops - - 3
6 + workshops - 0

Number of workshops attended for credit -23
Number of workshops attended for non-credit -34

E. List of Participants

ARKANSAS

1. Mrs. Evelyn Ballard
2108 Houston
El Dorado, Arkansas 71730
Phone: 501-862-1209

2. Mrs. Mary Caldwell
Drawer S
Gould, Arkansas 71645
Phone: 501-263-4466

3. Sherrie L. Carr
1002 East 10th
Pine Bluff, Arkansas 71601
Phone: 501-536-1922

4. Mrs. Ersena Coleman
315 South Liberty
Marianna, Arkansas 72366
Phone: 501-295-5217

5. Mrs. Ruth E. Davis
P. O. Box 363
Marvell, Arkansas 72366
Phone: 501-829-2101

6. Mrs. Sharon Hayes
916 West 16th Street
Apartment 217
Little Rock, Arkansas 72202
Phone: 501-374-1241

7. Mrs. Carolyn P. Holt
900 West 16th, # 312
Little Rock, Arkansas 72206

8. Mrs. Laura F. Inboden
808 Shori Drive
Jonesboro, Arkansas
Phone: 501-935-1636

9. Mr. David Johnson
P. O. Box 279
Marked Tree, Arkansas 72365
Phone: 501-358-2117

10. Mrs. Julia Franklin Johnson
315 Kinard Street
El Dorado, Arkansas
Phone: 501-763-7852

11. Mr. Odie Jordan, Jr.
128 South Gorman Street
Forrest City, Arkansas 72335
Phone:501-633-3057

12. Mrs. Patricia Mabry
P. O. Box 541
Forrest City, Arkansas
Phone: 501-633-1485

13. Mrs. Alice McDaniels
P. O. Box 271
Hensley, Arkansas 72065
Phone: 501-295-5217

14. Mrs. Francile Moore
Lonoke Public Schools
Lonoke, Arkansas 72086
Phone: 501-676-6740

15. Mrs. T. W. Moorehead
P. O. Box 528
Forrest City, Arkansas 72335
Phone: 501-633-3248

16. Mrs. Arizona H. Morris
P. O. Box 1182
Blytheville, Arkansas 72315
Phone: 501-763-7852

17. Mr. R. E. Pogue
Knobel Public Schools
Knobel, Arkansas 72435
Phone: 501-259-3517

18. Mrs. Deloris B. Robertson
P. O. Box 280
Eudora, Arkansas 71640
Phone: 501-355-2925

19. Mr. Arthur Lee Robinson
609 Hickory Street
North Little Rock, Arkansas
Phone: 501-375-6837

20. Mr. Gene M. Ross
P. O. Box 2
Emmet, Arkansas 71835
Phone: 501-887-2319

21. Mrs. Nellie Simmons
Red River Vo-Tech School
Hope, Arkansas 71801
Phone: 501-777-5722

22. Mrs. Jessie Smith
1804 Warner Street
Jonesboro, Arkansas 72401
Phone: 501-932-7757

23. Mrs. Ellen Strong
212 Ash
Hot Springs, Arkansas

24. Mrs. Allene Swan
General Delivery
Crawfordsville, Arkansas 72327
Phone: 501-823-5597

25. Mrs. Mary Wegert
1200 Dana Street
Jonesboro, Arkansas 72401
Phone: 501-932-4675

26. Mr. Frederick Whitted
510 North Lowe Street
Stuttgart, Arkansas 72160
Phone: 501-922-7671

27. Mr. Isacc G. Wilburn
P. O. Box 46
Forrest City, Arkansas 72335
Phone: 501-633-3220

KANSAS

1. Mrs. Angela Dague
RFD # 4
Junction City, Kansas 66441

2. Mrs. Delores Mills
Bonner Springs High School
UNFD # 204
3rd and Cedar
Bonner Springs, Kansas 66012

3. Mrs. Juanita Wallace
3301 South Wichita
Wichita, Kansas 67217

LOUISIANA

1. Elsie Allen
Route 1, Box 384-E
Jonesboro, Louisiana 71251
Phone: 259-4363

2. Mr. Daniel Burson
Route 1, Box 446
Meraux, Louisiana 70075
Phone: 279-8791

3. Mrs. Charles Campbell
206 South Oliver
Abbeville, Louisiana 70510

4. Mr. Steward G. Collins
P. O. Box 322
Mansfield, Louisiana 71052

5. Pearl Cook
General Delivery
Greensburg, Louisiana 70441

6. Mr. Harris Ducote
West Baton Rouge Parish Schools
Port Allen, Louisiana
Phone: 343-8309

7. Mrs. Henrietta Freeman
903 Holt Avenue
Rayne, Louisiana 70578

8. Cynthia Gauthier
117 North Cemetery Street
St. Martinville, Louisiana 70582

9. Mr. Dillard Guice
210 Class Street
West Monroe, Louisiana 71291
Phone: 325-7857 or 387-4328

10. Mary Beth Guidry
409 East 16th Street
Crowley, Louisiana

11. Mr. John J. Haile
Jackson Parish School Board
Jonesboro, Louisiana 71251

12. Barbara Hargrave
P. O. Box 203
Iota, Louisiana 70543

13. Mr. Quincy Hargis
General Delivery
Clinton, Louisiana 70722

14. Shirley Harris
310 Hadley
Monroe, Louisiana 71201

15. Velma Hendricks
P. O. Box 116
Melville, Louisiana 71353

16. Joyce A. Jackson
6106 Second Avenue
Marrero, Louisiana 70072

17. Betty Jean Johnson
207 Park Street
Jennings, Louisiana 70546
Phone: 824-4704

18. Mr. Hammond Johnson
P. O. Box 261
Jeanerette, Louisiana 70544
Phone: 276-6277

19. Helen Johnson
34 Elmwood Drive
Monroe, Louisiana 71201
Phone: 373-5559

20. Mr. James L. Knotts
809 Linden
Shreveport, Louisiana

21. Mr. Roosevelt Landor
P. O. Box 181
Lacombe, Louisiana 70445

22. Mr. Roland Lassere
624 Yetta Avenue
Harvey, Louisiana 70058
Phone: 367-0749

23. Mr. Herman Malveaux
Carver Elementary School
Chataignier, Louisiana 70524

24. Mr. Earnest Moss
1036 Grinace Street
Houma, Louisiana 70360

25. Mr. Herbert J. Myles
1009 Vernon Street
Abbeville, Louisiana 70510

26. Doris Pollard
Tensas Special Educational Center
St. Joseph, Louisiana 71366

27. Yvonne M. Prejean
541 Diplomat
Gretna, Louisiana 70053

28. Arline Richard
124 Rubria Street
Lafayette, Louisiana 70501
Phone: 234-3002

29. Mrs. Darlene Smith
149 Parker Street
Bastrop, Louisiana 71208

30. Mary Helen Toussaint
Box 87
Torbert, Louisiana 70781
Phone: 637-2523

31. Mrs. Laycne Walker
1707 Green Street
Bossier City, Louisiana 71010

32. Mr. Mack Wall
343 Pegasus
Natchitoches, Louisiana 71457

33. Mr. Percy Wallace
1725 North 30th Street
Baton Rouge, Louisiana 70802

34. Lorene Watkins
200 Bryant Street
Thibodaux, Louisiana 70301
Phone: 447-2132

35. Millie M. White
Widow's Hill
Ruston, Louisiana 71271
Phone: 255-4792

36. Evelyn Whitfield
3220 Ursuline Avenue
New Orleans, Louisiana 70118
Phone: 504-488-3020

37. Mr. Martin Wiltz, Jr.
506 Gov. Mouton Street
St. Martinville, Louisiana 70582

MISSISSIPPI

1. Mr. Lee Adams
P. O. Box 353
Tutwiler, Mississippi 38963

2. Mrs. Wylee Harrison
220 Katzenoire
Leland, Mississippi
Phone: 686-4676

MISSOURI

1. Mr. Bob Blades
Manpower Training Facility
Highway 61
New Madrid, Missouri 73869

2. Gladys Eaker
Qulin, Missouri 63961

3. Mr. Charles Keeter
833 Kendall
Poplar Bluff, Missouri 63901

4. Mr. Leon Marler
General Delivery
Fisk, Missouri 63940

5. Mavis Presson
Route 1
Broseley, Missouri 63932

6. Mr. Gary Smith
Route 1
Malden, Missouri 63863
Phone: 314-276-3675

OKLAHOMA

1. Vivian Cephus
   759 East Owen
   Tulsa, Oklahoma 74106
   Phone: 918 853 4907

2. Mr. T. W. Hall
   2949 North Gillette
   Tulsa, Oklahoma 74110
   Phone: 918 425 0211

3. Mr. O. H. Harris
   Route 2, Box 197
   Seminole, Oklahoma 74868
   Phone: 405 257 2088

4. Anna Mae Walker
   2401 North Boston
   Boston Place
   Tulsa, Oklahoma 74106
   Phone: 918 853 4907

TEXAS

1. Mr. Albert Barham
   1210 North Main Street
   Fort Worth ABE
   Weatherford, Texas 76086

2. Jeanette Brooks
   Colorado City ISD
   Colorado City, Texas 79512
   Phone: 728-5215 or 728-5359

3. Mr. J. W. Carter
   P. O. Box 321
   Rusk, Texas 75785

4. Betty Dunnington
   Route 2, Jacksonville Highway
   Athens, Texas 75751
   Phone: 214 675 4425

5. Mr. Robert Middleton
   3101 Chimira Lane
   Houston, Texas 77051

6. Mr. A. M. O'Rear
   5106 Kings Highway
   Austin, Texas
   Phone: 512 385 0483 or 442 4600

7. Mr. Jimmy Lee Randall
   Route 7
   Clarksville, Texas
   Phone: 214 684 3413

8. Mr. Fred Addison Watson
   701 Girano Street
   Palestine, Texas 75801
   Phone: 729-6120 or 729-1856

9. Mrs. Frankie Wiley
   2110 Avenue J
   Huntsville, Texas 77340
   Phone: 713-865-4881 or 295-5878

10. Bettye Williams
    Route 3, Box 52
    Rusk ISD--ABE Program
    Kilgore, Texas 75662

III. ACADEMIC CREDIT

A. Course Descriptions

1. Education 545-Adult Education-Three (3) semester hours credit. "Methods and Techniques in Teaching Adult Education".

   The course involved 90 instructional hours of laborator[illegible]ork and formal presentations concerning the organization and use of adult teaching materials and methods [illegible]l techniques of instruction. Three (3) hours of graduate credit from the School of Education was credited to [illegible] individuals who satisfactorily completed the course requirements. Grades were determined on the basis of participation in and contribution to the program.

2. Education 547-Adult Education-Three (3) semester hours credit. "Problems in Supervision, Curriculum, and Instruction in Adult Education"

   The course involved a review of pertinent research, intensive reading and reporting in areas of interest as identified by the student and instructor with problem areas assigned on individual bases. Three (3) hours of graduate credit from the School of Education was credited to those individuals who successfully completed the research phase of the project.

B. Instruction

The courses were taught under the direction of Dr. Earl Banister, Associate Professor, Graduate Division, Nicholls State University.

C. Requirements for Credit

All participants enrolling in the Institute for graduate credit were required to fill out an application for admission to the Graduate School and attach a copy of their college transcripts and teaching certificate to the Office of the Registrar, Nicholls State University, Thibodaux, Louisiana.

In order to assure that a maximum number of participants would participate in the research phase of the project, students had to register for both courses offered, Education 545 and 547, in order to receive credit.

D. Certificates

Participants were awarded a certificate of completion of the Institute from Nicholls State University on the final day of the workshop program. This certificate was not related to grades or credit in the course.

IV. FACILITIES

A. Instructional

Instructional facilities for the Institute were housed in Talbot Hall on the Nicholls campus. This complex was located within close proximity to all dormitories, student union building, and the cafeteria. The institute utilized the following activities:

1. Room 210-A large lecture-type room for general assembly presentations to all participants.
2. Rooms 102 and 103-Two large classrooms with dividing partitions used during the video tape micro-teaching and role-playing activities.
3. Rooms 201-205 and Rooms 210-214-Ten classrooms used for small discussion groups.
4. Room 206 was a larger conference rooms which was utilized as the office for the Institute. The Institute secretarial staff, director, and assistant director utilized this room for administrative activities, staff meetings, participant hand-outs, and general activities of the program. The office room was also used to house duplicating facilities, typewriters for additional secretaries, and a copying machine.
5. In addition to the above facilities utilized, a large number of different media equipment was also employed. The following types of equipment were provided for use during the Institute:

   a. Overhead projectors
   b. Tape recorders
   c. 16 mm projectors
   d. 8 mm projectors
   e. Carousel slide projectors
   f. I.B.M. typewriters
   g. Chalk boards
   h. 3M "209" Multi-copier
   i. Stencil and mimeograph machines
   j. 3-M sound-on-slide equipment
   k. Sony Video Tape equipment with monitors

6. Participants were also provided with a packet of materials at the beginning of the Institute, which included a carrying folder, scratch pads and pencil, travel brochures and information concerning the Thibodaux area, and Institute Program, and ABE reference and resource materials.

B. Residential Facilities

All participants were housed in the Allen J. Ellender Hall, a five-story dormitory on campus with either single or double accommodations available upon request. Participants were also provided with linen service twice a week and complete use of all dormitory facilities which included a large informal lounge, snack bar and kitchen facilities, a recreational room, T. V. lounge, complete laundromat facilities, and private telephone in each room.

C. Recreational Activities

All participants were granted full student status for the use of any recreational facility provided by Nicholls State University. Student Activity Cards were issued to each participant which enabled them to use the recreational facilities of the school, housed mainly in the Student Union Building on campus. In addition to the utilization of all recreational facilities, Nicholls State University also provided a reception for the participants on the Sunday evening of their arrival, a crayfish and shrimp boil at the Nicholls State University Alumni House off campus during the Institute, and a culminating banquet at the conclusion of the three-week program.

D. Dining Facilities

Meals were provided for the participants at Acadia Hall, the school's cafeteria, located on campus. Presentation of the participant's Activity Card for each meal was the only criteria for dining.

V. PROGRAM

A. Purpose

The basic purpose of the Nicholls State University Adult Basic Education Teacher Training Institute was to involve local teachers, administrators, and paraprofessionals in a general overview of rural Adult Education Programs and to utilize the participants' experiences to identify and focus upon the major problem areas existing in

rural programs and to seek solutions for feedback into the operating programs through the research activities of the project. In order to accomplish this basic objective, the Institute project was directed toward nine (9) specific areas of concern.

1. To develop among Adult Basic Education teachers an awareness of the problems of rural adults with emphasis on background, heritage, economic conditions, home and environment.
2. To involve experienced ABE personnel in a workshop program to survey the field on instructional materials, methods and techniques, currently being utilized in the rural ABE classroom.
3. To expose Adult Basic personnel to the testing, placement, and evaluation activities of the existing ABE Program.
4. To involve ABE personnel in the discussion of the role of guidance and counseling in rural ABE programs and its importance in meeting the needs of rural adults.
5. To utilize the experiences and ideas of the workshop participants to survey the problem of retention and recruitment of the rural undereducated adult.
6. To improve classroom supervision of rural adult teachers on the local level by exposing ABE supervisory personnel to the instructional methods, techniques and materials utilized in the classroom.
7. To expose Adult Education personnel in rural programs to the concept and operation of the full time adult learning center in an effort to determine the feasibility of such centers in rural areas.
8. To compile practical and meaningful research information on rural Adult programs through certain research projects conducted by the Institute participants in their local ABE Programs.
9. To compile and assemble the Institute findings and research projects on rural Adult Programs for dissemination to local and state ABE personnel involved in rural programs.

B. Content of the Program

The Nicholls State University Adult Basic Education Institute consisted of three weeks of intensive teacher training activities with emphasis on major areas of interest from rural ABE Programs, coupled with individual research projects conducted by the participants in their local areas during the fall and spring.

The three week Institute Program was subdivided into three major areas of concentration: (1) awareness of the problems of the rural undereducated adult and their relevance to the ABE Program (2) materials, methods, and techniques of instruction in rural Adult classrooms (3) Specialized areas of interest for rural Adult educators.

During the awareness phase of the program, participants were exposed to the problems of the rural undereducated adult in respect to his home, environment, economic conditions, background, and heritage, which was highlighted by a bus field trip of rural (sugar plantation area) South Louisiana during the last week of the Institute. As a result of the awareness phase of the program, special emphasis was then directed toward the teacher's role in guidance and counseling of rural ABE students in an attempt to meet their needs. The major format used during this segment of the program was to utilize constultant personnel as catalysts for stimulating teacher response based upon their actual program experiences through small group discussions.

Participant feedback and response to the awareness section was then utilized during the emphasis on guidance and counseling in seeking to develop an individual student inventory for rural Adult Education enrollees. A film presentation focusing upon the teacher-counselor role in ABE developed by the University of Texas "309" Special Project of Guidance and Counseling strengthened this segment of the program.

The second major section of the program dealt with instruction in rural ABE classrooms. A wide variety of interests were dealt with including techniques and methods of instruction; curriculum development; testing, placement and evaluation; and materials of instruction. Participants were exposed to an overview of instructional activities currently being practiced in rural programs through the use of consultant presentations, role-playing, simulation activities, the use of video tape facilities, discussion groups, and individual staff and participant demonstrations.

The video tape facilities were used extensively throughout this area of the program for micro-teaching activities, general presentations, role-playing and simulation sessions, and evaluation of pre-taped classroom instructional activities and teaching techniques.

The use of television for motivating rural adult students was highlighted by a special presentation by the Rural Family Development Project of the University of Wisconsin.

In the area of materials participants were exposed to a composite look at various published materials in the field of Adult Education. The last hour of the program during the second and third week were set aside for representatives of various publishing companies to meet with small groups to display and present new and innovative materials for ABE. Participants were required to compile an individual evaluation on each of the various materials reviewed to use in selecting materials for their local programs. At the conclusion of the materials presentations, a general evaluation and discussion of various ABE materials was conducted.

The third major portion of the program dealt with some specialized areas of interest for rural ABE Programs, which included development of local in-service training models for rural ABE Programs, the role of the rural supervisor, recruitment of the rural adult, and the development of full-time Adult Learning Centers and their feasibility for rural programs. Consultant presentations in each of these areas were utilized to stimulate individual and group reactions. A 16 mm slide presentation on learning centers gave a first-hand look at the organization and operation of a center; and the Appalachian Special "309" Demonstration Project exposed participants to a wealth of expertise in the area of recruitment of the rural adult and the effectiveness of a learning center for rural situations.

Throughout the three week program, participants were required to relate each area of interest discussed during the program that day to the feasibility of research activities in that area. During the last two days of the program, participants were required to select a problem area in which to conduct research activities and to finalize their research projects by submitting a tentative outline of their project. Each participant met with his respective State Director in state meetings to discuss their research papers and their validity in seeking to provide practical information on major problems plaguing each local ABE Program.

C. Daily Summary and Evaluation

A. June 7, 1971

a. General Session

The first general session was opened by Dr. T. Earl Banister, Institute Director. He made a brief remarks, then introduced Dr. Donald J. Ayo, Vice President of Nicholls State University who extended welcome and greetings to the participants, related urgent needs for Adult Education teacher training at the university level, and briefly described his university's role in summer ABE Institutes and regular Adult Education Courses being offered for graduate credit. Mr. Earl Lee Hammett, State Director of Adult Education, extended welcome to Louisiana. He informed the participants of the varied activities available to them in the Thibodaux-New Orleans area and advised that he fully anticipated that each participant would appreciate life in the "Bayou Country" as something different and exciting. The course outline, curriculum, and objectives of the Institute were presented by Dr. Banister (Program attached). A brief question and answer period followed. The staff associates were then introduced along with a brief description of the role they were to play in the Institute. Each staff associate gave an overview of one phase in which the Institute was to be concerned. A general session was held at the beginning of the afternoon activities. Small group assignments were made by Robert W. Boyet, Assistant Director. Mr. Boyet also discussed housing and eating facilities and answered questions pertaining to living accommodations. The participants were instructed on the objectives of small group activities and each group was assigned a separate meeting area. The motivational film "Twelve Angry Men" was shown to the general assembly. The assembly was told that there would be a small group exercise in association with the film.

b. Group Sessions

The small groups met to discuss and evaluate the film. A consolidated written reaction was formulated by each group, which was presented by each group leader in general session. A breakdown of participants by group and room assignment is attached. Since all staff associates were considered to be equally qualified for assignment to groups, each was designated to pre-selected groups at random. Selections of groups involved factors such as specialization, teaching levels, geographic areas of residence and other considerations. The basic concept of group assignments was to obtain homogeneous status (insofar as possible) within each group.

A daily Evaluation Form, prepared by the staff, was explained to the individual study groups by the staff associates. A narrative critique was written by each participant in response to several prepared questions. The questions and a cross-section of comments are attached.

2. June 8, 1971

a. General Session

Dr. Norman Dixon, Associate Director of Higher Education, University of Pittsburgh, was introduced by Charles Loeb, Staff Associate. Dr. Dixon's presentation covered several areas in "Awareness of the Problems of the Rural, Undereducated Blacks." Instructional and counseling considerations stressed by Dr. Dixon included (all concerned with rural blacks) self-concept, identification of community resources, understanding the mass media, increased knowledge and skills in consumer buying, and development of value systems. A three member reaction panel discussed the major points of Dr. Dixon's presentation with emphasis on teacher understanding of the student's background, needs, desires and capabilities. A question and answer session followed the panel discussion.

b. Group Sessions

Individual study groups assembled during the afternoon to discuss and critique Dr. Dixon's presentation. The general consensus of all groups indicated highly favorable comments in the areas of: innovative ideas, methods and techniques, human relations, teacher awareness of individual student problems, motivation, and role of the teacher other than imparting academic knowledge. The study groups were especially impressed with the practical aspects of Dr. Dixon's presentation as regarding its relativity to current ABE needs.

3. June 9, 1971

a. General Session

Dr. Dixon restricted his presentation to culture of the rural blacks. The speaker emphasized that this

sub culture contained many unusual characteristics that must be understood before the individual student can be reached. The emphasis was on practical aspects of the culture and its relationship to ABE. It was suggested that certain changes in value systems might be desirable for dealing successfully with modern life. Some specific areas of reference included: home and community life, dress, language difficulties, philosophic attitudes, and others. A question and answer session followed the presentation during which Dr. Dixon attempted to answer each question in as much detail as possible.

b. Group Sessions

The groups met to discuss and evaluate Dr. Dixon's presentation. The final small group activity of the afternoon was a materials presentation.

4. June 10, 1971

a. General Session

Dr. Caroll Eubanks, Head, Department of Psychology and Guidance, Nicholls State University, made a presentation on "Guidance and Counseling for Rural ABE Problems." Dr. Eubanks stressed the significance of standard guidance and counseling procedures as modified to meet the particular problems of rural blacks.

Mr. Claude C. Couvillion, Assistant Director, Adult Education, followed with "Experimental Projects in Guidance and Counseling." He described several pilot studies that were conducted in Louisiana during the past few years, and elaborated upon the result of these studies. The Louisiana State Department of Education's "Teacher Awareness Package" was one of the major projects discussed.

b. Group Sessions

The study groups met for general discussion of the guidance and counseling presentations. Presentations were evaluated according to use of the procedures in the various local programs. This was followed by an ABE materials presentation. The study groups returned to general assembly during the last session for group reports on the guidance and counseling presentations.

5. June 11, 1971

a. General Session

Mr. A. B. Sibley, Guidance Section, State Department of Education, presented "Individual Inventory and Basic Principles in Interviewing." Mr. Sibley emphasized that adequate tools must be used in assisting ABE students to meet life's situations. He described the individual inventory, suggested useful items of information to be included, and its use as a basic source of information. He depicted this inventory as a collection of items of information about an individual which tend to distinguish him from other individuals. Mr. Sibley discussed methods of accumulating inventories and practical applications of what has been accumulated. A panel discussion was conducted, with Sibley, Couvillion and Dr. Eubanks as panelists. Methods and techniques for reaching the rural ABE black student within the classroom were discussed.

b. Group Sessions

The groups met to discuss the various aspects of presentations. Reports were compiled on the results of these meetings and presented at the afternoon session.

c. Materials Presentation

6. June 14, 1971

a. General Session

Maryann Clote, President, Clote Academy for Personal Achievement, Dallas, Texas, delivered an address on motivation of rural black students. The basic theme of her presentation was the development of communication of thought, action, and emotion between the teacher and student. Mrs. Clote's lecture philosophy was "Love is the basis of motivation for all actions concerning human existence." She contended that only after these emotional goals have been met, can a teacher reach an understanding of each individual's inner self.

Dr. Stephen Udvari, Associate Project Director of Research and Development, Rural Family Development Project, University of Wisconsin, described the development of individual inventories and the practical application of these inventories to the ABE student.

b. Group Sessions

The study groups held lively discussions on Mrs. Clote's lecture. An individual inventory was developed by each group member, utilizing the guidelines supplied by Dr. Udvari.

Mr. Sid Tanen, State Supervisor, Adult Education, New Mexico State Department of Education, began to organize for a series of practical demonstrations on the use of V. T. R. (closed circuit television), as applied to

A. B. E. The method to be employed was a simulated A. B. E. classroom, depicted as closely as possible to a real life situation. The A. B. E. students (in small groups) were designated as the entire cast.

c. ABE Materials Presentation

7. June 15, 1971

a. General Session

Sid Tanen lectured on the use of video-tape equipment in A. B. E. He demonstrated the use of some of this equipment, and outlined the practical uses.

LaVerne Gresham conducted a reading sensitivity activity. The demonstration involved the participants, who were given reading material written in a fabricated alphabet. Since the students had never seen the alphabet before, it placed them in the actual role of an illiterate, insofar as the materials were concerned. A lesson on teaching illiterates to read was thus conducted, for the benefit of the general assembly. The session was video taped and playback to the participants was used to identify such factors as good and bad teaching techniques and typical characteristics of adult learners.

b. Group Sessions

Several of the groups participated in Mr. Tanen's television classroom demonstration. The groups discussed Mrs. Gresham's reading sensitivity activity.

Groups were rotated in such a way that those not involved with the television classroom demonstration were in session conducted by LaVerne Gresham to learn how to determine readability level of published and unpublished instructional materials. Low-level reading materials were distributed and reading levels were calculated by using a formula based upon revised Farr-Jenkins-Patterson readability formula. A written report was prepared on the day's activities and was presented by the group leaders at the general assembly.

c. ABE Materials Demonstration.

8. June 16, 1971

a. General Session

Dr. Edgar J. Boone, Assistant Director and Head, Department of Adult Education, North Carolina State University, spoke on the development of curriculum in A. B. E. and curriculum design. Dr. Boone emphasized that the curriculum should be constructed around the student's needs, interests, and desires. He discouraged the development of a pre-prepared curriculum, stressing the idea that each individual student needs a different curriculum. The uses of testing, placement, and evaluation as instruments to be used in the development of individual curriculum were described.

b. Group Sessions

Discussions of the day's lectures were conducted. The results of these discussions were presented at the general session.

c. ABE Materials Demonstration

9. June 17, 1971

a. General Session

Mrs. Ann P. Hayes, Evaluation Specialist, Appalachian Adult Basic Demonstration Center, Morehead State University, reviewed some of her experiences in the Appalachian Project. She described the Project's impact on rural A. B. E. programs. The general theme of Mrs. Hayes' presentation was knowing and caring about your students. She related several actual cases in Appalachia to strengthen her argument. A film on motivation of students was presented in the afternoon general session. The lecture and film appeared to draw favorable reaction from the participants.

b. Group Sessions

The study groups met and discussed the lecture and film. Reports were prepared from these discussions and presented at the last general session. Mr. Sid Tanen continued with the VTR project with some of the study groups.

c. ABE Materials Presentation

10. June 18, 1971

a. General Session

An actual ABE study in Acadia Parish, Louisiana was described by George Bertrand. He outlined the activities of the Spiral Club, a cluster of ABE classes conducted in cooperation with OEO and other governmental agencies. Mr. Bertrand outlined the mechanics of getting this type of program started and stressed that such a program could involve home life and job situations to give ABE classroom instruction more realistic meaning, thus increasing the student retention factor.

Mr. Ken Stedman, Adult Guidance and Counseling Project, University of Texas, reviewed the University of Texas' "309" project in guidance and counseling. He described the results of this project as related to teacher awareness of guidance and counseling background, techniques and benefits to be derived from properly employed guidance and counseling. The presentation was highlighted by a film, "Boston, Jerold F.", and participants were broken into groups for discussion activities.

b. Group Sessions

The study groups met to discuss the day's activities. The practical aspects as related to their own programs were emphasized. Reports were prepared and presented in the general assembly.

c. ABE Materials Presentation

11. June 21, 1971

a. General Session

Dr. C. W. Lamb, Staff Development Coordinator, Florida State Department of Education, conducted a session on in-service training of ABE teachers. He outlined the benefits to be gained from such training sessions and presented a model for this type of activity. He stressed that the same model could not be used in all situations but that certain modifications as required could be effected as needed. A panel discussion was conducted on the role of the rural ABE supervisor in ABE. Group participation from the general audience was achieved by a question and answer session which followed the panel discussion.

b. Group Sessions

The group sessions were concerned with research evaluation. A report was prepared and presented to the general assembly.

c. ABE Materials Presentation

12. June 22, 1971

a. General Session

Mr. Carl Spears, Supervisor of Adult Education, East Baton Rouge School Baord, described the activities at the ABE Learning Center in Baton Rouge, Louisiana and ways and means of introducing learning center concepts to a school board. He depicted a full time (day and evening) ABE program, with modern audio-visual and programmed material being employed. This was followed by a slide film presentation on the Baton Rouge facility which showed many of the learning situations and devices previously described in Mr. Spears' talk.

The staff associates held a panel discussion on recruitment of the rural adult. Ideas on recruitment were discussed, with each staff associate describing actual methods which have been successful. This was followed by a question and answer session.

b. Group Sessions

The study groups discussed the day's activities. Questions were raised in some groups as to the feasibility of developing learning centers in their own programs. Reports were prepared and submitted at the general session.

c. ABE Materials Presentation

d. Tour: To observe the life style of the Rural ABE Adult. Departure: 1:30 p.m. from Nicholls by two Greyhound buses.
Participants: 100%
Tour Guides: Mr. Cabellero-Graduate student in Psychology at Nicholls; life resident of Pierre Part, La. (Ascension Parish)

Mr. Moss-Instructor at Terrebonne High School (Terrebonne Parish); life resident of Terrebonne Parish

Reverend Danks-Supervisor; Community and School (Terrebonne Parish School Board) 40 year resident of Terrebonne Parish

Activity: Parishes covered: Terrebonne, Lafourche, and Ascension

Mr. Caballero gave us a briefing on the life styles of the rural bilingual adults which do affect the total environment of all adults in these areas.

Mr. Moss gave us a briefing of the rural adult with emphasis on the Black Adults--a life style as related to plantation life.

"Levy Town" is an all "Black" community built around the Magnolia Plantation, 1834.

The economy being that of the sugar cane industry of these three parishes and field crops of beans and commune gardening (known as short crops) affects their attitudes and beliefs in relation to the land they live on and "till" the land that they do not own in many cases but are so faithful to. White and black adults still adhere to this way of life.

Another plantation observed, Rebecca Plantation, has vast improvements in housing and living conditions because of the awareness of the land owner that to keep the black adult on the plantation improvements were imperative. Many of the adults in this area attend ABE classes or wish to attend; however, because of the transition (integration) the class has been removed from their community schools.

Elsworth Plantation and Ardoyne Plantation, 200 years old, have black communities built around them with their ABE schools removed 15 to 20 miles away.

Ellendale Plantation and Southdown Plantation were visited. The sugar refinery on the Southdown Plantation was toured. The refinery employs 65% blacks who are paid according to seasons. Few are in the ABE program even though there is a need. Due to technology in this area and inability of the people to cope with this new situation--many are in dire poverty. Many Cubans are also employed in the sugar mill. During the brief tour of the sugar refinery some phases of the process of granulating sugar were observed. The overseers gave us flyers with information about the sugar process and we talked to the employees.

Lafourche Parish was entered from Terrebonne and the tour went on to Pierre Part, Louisiana, where we visited the fishing and seafood industry of the bayou area. In Dulac (shrimping and seafood industry) the people live off the bayou. From Dulac we motored to Pierre Part in Ascension Parish and ate seafood, at one of the small restaurants, prepared by the community people.

One of the most unique experiences that the regional ABE participants observed was that in the small community of Pierre Part there are no black residents yet blacks are most welcome in all their town activities.

A tour of the rural areas of the bilingual adult revealed their life styles which are directly related to the bayous, their source of livelihood. Boats and nets for casting, built by the people, were observed. We visited the Atchafalaya Spillway developed by the federal government to prevent flooding out of the area.

Return to Nicholls 7:30 p.m.

13. June 23, 1971

a. General Session

Dr. Dorothy Hawkins spoke on the assessment of the various elements of ABE, such as curriculum and retention. Her particular emphasis was in the area of follow-up activities. The participants met in general session for a briefing on the research projects. Mr. Robert Boyet and the staff associates outlined the intent and purpose of this assignment and listed a schedule of activities necessary to accomplish the objective.

b. Group Sessions

The groups discussed the research for Phase II of the program with their assigned staff associate. Reports were prepared of Dr. Dorothy Hawkins' presentation which was later given at the general assembly.

c. Oral Evaluation of Institute

June 24, 1971

a. General Session

A panel discussion was conducted on "Areas of Interest in ABE from the State Director's View." Mr. George Blassingame, Region VI, Adult Basic Education Program Officer, Dallas Office of Education, acted as chairman for the panel, with the various state directors contributing in the following areas: "Texas Education Agency, the Right to Read" (Bob Mien); "Research Projects for the Nicholls Institute and their Impact of Rural Programs" (Earl Hammett); "Relationship of Project to other Rural Ethnic Groups" (Tom Trujillo); "The Rural ABE Program in Arkansas in Cooperation with Area Vocational-Technical Programs" (Luther Black); "Report from the Oklahoma ABE Teacher Training Institute" (Ed Olvey); "Special Problems of the Relocated Rural Black" (Bill Ghan); "Relationship of Rural Programs with Urban Areas" (W. W. Lee); "Utilization of Mobile Learning Labs for Rural Programs" (J. C. Baddley).

The staff associates conducted a panel discussion on the evaluation of the Institute.

b. Group Sessions

The participants were divided into groups according to the state each represented. Each state director met

with participants from his state to discuss rural ABE problems peculiar to their areas. Mr. George Blassingame met with each group to discuss the program as related to U.S.O.E.

c. Banquet

15. June 25, 1971

a. General Session

A final report on the Institute was given by Dr. Earl Banister and Mr. Robert Boyet. The participants were oriented for the research project and last minute questions were answered. A panel of participants reviewed the participant response to the Institute. Certificates were presented to each student by the Institute staff.

b. The Institute was adjourned and dormitory check-out was accomplished.

ASSOCIATE DIRECTOR:

This afternoon, as you were informed in your small groups, we are going to have an oral evaluation of the Institute. We used this device last year and found it to be much more effective in many respects than filling out some type of questionnaire or survey instrument. Most Institute programs have a formal structured evaluation form which requests that you choose from their comments, check off certain procedures, rate this or rate that -and it gives you some nice statistical information. We tried the oral evaluation last year and were pleased with the results. Of course, it may be a little more difficult in that we have a much larger group than last year, but I hope we can get input from each of the participants to the questions. The important thing that we are looking for is specific information from you and from the group that you were in. Of the questions that each group was given, we want those answers to be straighforward, honest, and a good critique of what went on, because what you do today will help us in future planning for better training programs. If there is something that you felt was left out, or you feel differently about something, please do not hesitate to add that. That is the reason why we are coming back to the large group this afternoon—to try and cover as many areas of input on the evaluation as possible. I have asked four (4) of our staff associates to act as panel reaction members to the group responses and to your individual comments. I would like to ask Group No. I to begin and then Group II, etc.

GROUP I RESPONSE:

Group No. I feels that they are getting a lot more out of the Institute than we could have possible expected.

QUESTION 1:

What information was provided by the Institute concerning relation of individual to curriculum that may be applicable to local programs?

GROUP I RESPONSE:

We felt that the Institute stressed that personal touch is important and self analysis is a must in order to find out where he is, what he wants, and what he must do to meet the individual needs through development of a curriculum to satisfy these needs. Teachers should "shoot" for short-range goals for their students while pursuing the ultimate.

QUESTION 2:

Did the Awareness Section of this program provide any insight into the attendance problem of the rural ABE student and if so, how? If not, why?

GROUP I RESPONSE:

Yes. We found that in our discussion that the problem was universal. Many aspects focused upon in this section—personal livelihood, environment, economic factors, means of transportation, treating the ABE student as an adult and not as a child—were very important considerations to recognize in attempting to meet individual needs.

QUESTION FROM PANEL:

What did the Institute do that gave you information, whereas you could go back and do something to improve the attendance problem?

INDIVIDUAL RESPONSE:

One factor of attendance we discussed was that in some cases the teacher was not aware of the reactions that she was giving. The teacher did not make the student feel as if he was understood, and that he was important. Even though he may be a 'hard core' person, the teacher did not make him feel important—as if he were someone. It was discussed that every participant here as a teacher has felt that he or she might or might not have been making the person aware.

INDIVIDUAL RESPONSE:

Teachers should be aware of the adults' problems in such a manner that they will involve themselves. For instance,

lack of attendance may be caused by the fact that the Mother has to stay at home and take care of small ones. If teachers are aware of this, they may contact civic organizations or special agencies that could provide areas where the children could come to school, and make provisions for this.

QUESTION 3:

Did the Institute offer any suggestions concerning setting up local in service training programs and involving personnel in these programs?

GROUP I RESPONSE:

Yes. Begin on the local level by making co-workers aware of the importance of the program in order to sell it to their superiors and involve all teachers and other personnel. The teachers should pursue more training in specific subjects through demonstrations, role playing, etc. Importance should be given in training to the personality of the teacher and the role this plays in changing the behavior pattern of students.

QUESTION 4:

As a result of the Institute, how could you effectively utilize video tape equipment in the following areas: teacher training, instruction, operation, and evaluation?

GROUP II RESPONSE:

In terms of teacher training, Group IV felt that the video tape equipment can be used as a very effective training device, especially in the area of offering a teacher the opportunity to appraise his or her weaknesses and strengths in the classroom. These same tapes could be utilized in a training session for other teachers to demonstrate teaching techniques, good and bad.

In **instruction**, the use of especially prepared video tape materials to stress specific points within a lesson, or to review or reinforce a lesson is effective. It could also be used as a motivation and retention device.

The Group felt that they could operate a video tape unit as a result of the program but would have liked to have more opportunity to actually use the equipment themselves instead of just being shown how to use it.

Under **evaluation**, we could utilize the equipment to evaluate the effectiveness of instruction in the classroom through observation of the techniques and the response and participation of the students.

QUESTION 5:

Were the overall objectives of the Institute meaningful to you in your ABE Program?

GROUP II RESPONSE:

We felt that the overall objectives were useful in our ABE Program, especially in the areas of curriculum, development of in service training programs, recruitment and retention, use of audiovisual aids and equipment, and the introduction of new materials of instruction.

QUESTION 6:

During this Institute experience, did you develop some objectives for the ABE Program and its constituents? If so, what are they? If not, why?

GROUP IV RESPONSE:

One of our objectives was to prepare a handbook that will seek to improve the role of the ABE teacher in the Adult Education Program. This handbook would include instructional activities to involve adults, the use of media as a stimulant to learning, and learning experiences for adults.

Other objectives we developed as a result of this program were in the area of providing better recruitment procedures, utilizing the methods and techniques learned here to improve retention, and to use individualized instructional materials assigned on each student's performing level in our local programs.

QUESTION FROM PANEL:

I'm very much interested in your first objectives, the development of a teacher's handbook. Did you, as a group, plan to develop this through regular correspondence or. . . . . ?

INDIVIDUAL RESPONSE:

Not exactly, this was an idea of Mrs. Allen's and she plans to do this for the benefit of the teachers in her local program; but she has promised to send all of our group members a copy.

QUESTION 7:

Did the Reading Sensitivity Activity (Mr. Geography) provide experiences which will give you a better awareness of the ABE student's feeling of inadequacy? Explain.

GROUP III RESPONSE:

Yes. It created empathy for the beginning reader, it pointed out common teaching mistakes made by the

teacher, and it showed the frustrations of the beginning reader and teacher in expecting too much, too soon from the student.

QUESTION 8:

As a result of this Institute, can you implement Guidance and Counseling techniques in your local program? How?

GROUP III RESPONSE:

Yes, the Institute provided emphasis that we should set up personal interviews to gain a better understanding of the student and we were informed on how to handle these interviews. It was stated that teachers must always be aware that they directly or indirectly play a major role in counseling adults.Most programs do not have ABE counselors; and therefore, teachers must be aware of agencies available to refer students for help. We also learned various techniques of getting to know the student; to offer students immediate rewards, verbal or other, when they succeed; and to keep the student progressing.

QUESTION 9:

Did the Institute provide an understanding of the kinds of attitudes and beliefs necessary for successful teaching in ABE Programs?

GROUP IV RESPONSE:

We treated the question with both a positive and negative approach. **Positively**, we agreed in Group IV that the Institute did provide attitudes and beliefs necessary for successful teaching, that it was strongly emphasized by several speakers that adults do sense attitudes of speakers and their feelings, that action speaks louder than words, and that we must treat adults as individuals. **Negatively**, we felt that the Black culture was not treated or touched upon as thoroughly as it should have been in that we did not learn the proper techniques for handling the problems of Black culture.

QUESTION 10:

Did the Institute define the role of the teacher in ABE Guidance and Counseling? Explain.

GROUP IV RESPONSE:

Definitely, yes. An awareness was created, if it does not already exist, of the individual problems and needs of clients in the ABE Program. We are more aware of the importance of the role of Guidance and that Guidance-Counseling and teaching are inseparable. We felt that the adult teacher is the best Guidance Counselor for the Adult Program.

PANEL RESPONSE:

It is quite advantageous that we don't have too many full-time counselors here.

QUESTION 11:

Did the Institute define specific ways of evaluating an in-service training program?

GROUP IV RESPONSE:

We felt that we had gotten some design in setting up and in-service training program, but we had not received any specific ways of evaluating one.

QUESTION 12:

Could the Staff have been more proficient with additional staff meetings?

GROUP IV RESPONSE:

We thought that you could have had more staff meetings, but then you wouldn't have had any time available for the program and for Loy and Bobby, so we just disregarded that.

Our group would like to commend the Staff members for the excellent job they have done; and we feel they have gone way beyond the call of duty to help us in anything we needed. We do want them to know that we appreciate it. We do feel, however, that there might have been additional meetings in the early phase of the planning with the Staff which might have helped improve the conference some. We do not have any specific suggestions, because we think you have done an excellent job; but if additional staff meetings were needed, we feel they should be in the planning stages of the conference.

STAFF RESPONSE:

What specific area of the program could have been improved on as a result?

INDIVIDUAL RESPONSE:

If I had a suggestion, it would be that the Staff assign some problem to the speakers that were specific. I think the speakers we had were excellent, but they talked all around the bush and 'never did get in'. My suggestion would

be that the speakers be assigned some specific problems that they could give some answers to. We, in ABE, generally know what the problem is.

INDIVIDUAL RESPONSE:
I'm not sure that these high-powered consultants have any more answers than we do.

PANEL RESPONSE:
Your point is well taken and the Staff Associates feel the same way. We brought this one up to our illustrious Associate Director--'Why didn't we get involved in the planning a little earlier?' It all boils down to the funding and approval of the project. As most of you know, we have to wait on approval to come down before we can officially act; and it comes at the last minute. We wish that there was some way we could get the message across to the U. S. Office of Education that programs should be approved months in advance, so that we can do the kind of planning that would make the Institute what it is supposed to be in terms of design, etc.

STAFF RESPONSE:
I think that they should be aware of this problem by now, but they don't seem to do anything about it.

PANEL RESPONSE:
This is what we are trying to say now in this evaluation and I am hoping that this evaluation will find its way to the proper source. If you say it long enough and loud enough, somebody might get the message.

PANEL RESPONSE:
Participants should know that Bobby went way out on a limb in making some pre-judgements that he hoped would be approved, which included prior contact with the consultant personnel and correspondence with various agencies that were vital to the program.

INDIVIDUAL QUESTION:
Would you say that late funding definitely hurt the Institute?

PANEL RESPONSE:
Yes, and no, George. With reference to what Bob pointed out, maybe we could have saved a lot of hours if we had an opportunity to meet a few weeks prior to the program to collectively consider various aspects of this Institute, contact our consultant personnel, and work directly with them so that they could be better informed as to their role in the program. Because of the lateness, we were fortunate to be able to secure the consultant personnel we had.

PANEL RESPONSE:
Regarding the overall effectiveness of the Institute, late funding is better than no funding at all.

INDIVIDUAL RESPONSE:
We should consider, however, that the evaluation of a project is considered in determining the project's effectiveness and whether or not similar projects or the same project will be continued or funded again. It should be noted that late funding was a handicap which should be taken into consideration when evaluating a program. With that in mind, it should be noted that late funding did hamper the effectiveness of the program.

QUESTION 13:
In developing your Research Project during the fall semester, in what areas do you feel that Staff Associate personnel assigned to you can be of greatest assistance? Do you feel that field visitation by Staff Associates would be meaningful to assist you with your project?

GROUP IV RESPONSE:
We feel the Staff Associates would be of greatest assistance by being in continual contact with the participants for pertinent information and to keep the projects progressing. We have the addresses and phone njmbers which will aid those who will need them. We feel that the visitations by Staff Associates would be meaningful to assist each participant with his project, and enable the Staff to have a first-hand look at the projects.

QUESTION 14:
Did the Institute provide you with views as to how a learning center might meet the needs of rural adults? Explain.

GROUP V RESPONSE:
Yes, but more insight could have been given toward meeting the needs of the 'hard core'. We felt the basic idea of it was a little bit urbanized, and we were thinking about this 'hard core' person. There were not too many methods given as to how to pull the 'hard core' person into ABE.

QUESTION 15:
What important aspects in developing curriculum for a local program did the Institute provide?

GROUP V RESPONSE:
We were given a curriculum guide that can be utilized effectively in our programs. Some important aspects mentioned were the adult, the problems of the rural adult, and the materials available for meeting their problems. We were encouraged to develop teacher made materials as a vital part of our curriculum.

PANEL RESPONSE:

I would like to react to your 'hard core' question and it's well taken. I think we should recognize that most probably we do not really know the problems and specific solutions to these problems, especially in reference to the so-called 'hard core' situation. But, I think it is generally accepted that we touched on these areas and problems. To me, the pinnacle of intellectuality, the development of the cerebral cortex, to use Dr. Norman Dixon's phrase, is to expand upon an idea. This area was touched upon and mentioned by a lot of people; and hopefully, we wish that you would go back and expand on these ideas-inference-type things, to determine what can be done to help this 'hard core' person. I don't believe anyone could come here and say, 'Here it is,' in a package deal—go home and do this. I'm hoping that somewhere you heard some things that allude to the problems. Dr. Boone in his presentation on Curriculum Development said a lot of things to me. I intend to go back and put some of these ideas into context for my situation and try with that structure to do what is needed to reach those people you are talking about. I am hoping you will go back; go over these structures that you have gained, whether it was specifically pinpointed toward the 'hard core' or not, and modify these with the people in mind. I would also like to see some research papers in this area to pinpoint the reactions or results.

QUESTION 16:
Do you feel that the Institute adequately defined the general objectives of Adults Guidance and Counseling? If so, explain how this was done.

GROUP V RESPONSE:
We say that this was done through presentation of certain evaluative methods by which we can go back and use, the use of the information sheet on the adult, etc. It was pointed out that Guidance and Counseling is achieved through knowing the problems and helping the students to overcome these problems.

QUESTION 17:
As a result of your participation in the Institute, discuss the pros and cons of varying the composition of small groups.

GROUP VI RESPONSE:
We discussed this at great length; and we came to the conclusion that the use of the basic 10 groups worked best for us, because people got to feel comfortable in their groups and they communicated better. We developed better attitudes toward our fellow group members because we had become aware of their situations and their troubles; and we could identify with these situations as their remarks were given.

QUESTION 18:
Did the presentations of the resource personnel stimulate you to be daring and innovative in your methods and techniques of instruction? Explain how.

GROUP VI RESPONSE:
We decided that we were going to go back and attempt to implement many of the ideas presented. Some of the things that we are going to go back and do as a result of the Institute group discussion are to stimulate and motivate our Administrative personnel to improve our recruiting, to do unlimited recruiting and not just stop when we get our class full; to initiate programs to train teachers in counseling techniques, because the teacher must serve as a counselor in her ABE class; to invote the power structure in to visit the classes; to emphasize individualized instruction, which is something that kept coming up all through the Institute; and to have more community involvement and awareness, by getting local service clubs and other agencies, such as church groups, involved in our programs.

QUESTION 19:
As a result of the Institute, are you able to determine how and what you would include in the development of a learning center? Explain.

GROUP VI RESPONSE:
Yes. We thought that we had gotten a lot of good ideas about the development of a learning center. We felt that is might be a good idea to develop a learning center with emphasis on vocational programs, because in some areas there are no vocational programs available. We received many ideas that we did like and that we could use in our own situation. We became aware that there are plenty of resource persons that we can utilize to help us set up our program and put it over.

QUESTION 20:

How valuable was the position of Staff Associate to the overall Institute Program and related activities?

GROUP VI RESPONSE:

First, we would like to compliment our very capable Staff Associate, Mr. Loeb; and although we recognize each as being a very capable Staff Associate, who did their job very well, we, of course, are prejudiced, and have become aware of Mr. Loeb's outstanding qualities as a leader. We feel that the Staff Associates are the core of the program. They give direction to the program and to the group sessions. It made our instruction individualized, because they serve as a communication link between the staff and us. Their experience served as a catalyst for the tempo of the total program.

PANEL RESPONSE. [Mr. Loeb]:

I would like to thank Group VI for a most effective evaluation and honest answer to that question.

QUESTION 21:

How did the resource persons and consultants relate to the Institute theme? Highly favorable, favorable, indifferent, unfavorable, highly unfavorable. Explain.

GROUP VII RESPONSE:

We averaged the whole situation as being favorable; but the group felt that even though all the speakers did a real good job in giving us good information, Dr. Dixon, Dr. Boone, and Dr. Hawkins did a tremendous job in relating to the theme of the Institute.

QUESTION 22:

Did you feel that the Annotated Bibliography of Adult Education Materials issued to you will help you to make a better selection of curriculum content for your ABE local program? Explain how.

GROUP VII RESPONSE:

Group VII felt that the Annotated Bibliography was highly favorable. We felt that the Annotated Bibliography of Adult Education Materials can be greatly used in our local ABE Program in that it may serve as a guide to Literature, free materials, cost of materials, and may be used by ABE students to find free materials for their individual use. It also may serve as a guide for anyone doing research on ABE. We felt that all the group leaders were tremendous, but that Group VII was the best group. We wish to thank you for your consensus that Group VII was the best group.

QUESTION 23:

Were you given specific instructions and guidance concerning the Research Projects?

GROUP VII RESPONSE:

Group VII feels that we were definitely given specific instructions concerning the Research Projects. A list was compiled and given to us as a guide. We feel that the idea of placing us in different groups with our nearest Staff Associates was an excellent idea. They were most helpful yesterday, in helping us with our topics and prepare our outlines. Also, we feel that we benefited greatly from meeting with our State Directors and Staff Associates a lot of support and guidance was given. We feel we are on the right road to compiling a very good and fruitful research paper.

INDIVIDUAL RESPONSE:

I would just like to add to what Group VII reported earlier concerning the consultant presentations in that I also got a great deal of information from Mrs. Clote on motivating students, from Mr. Couvillion in regard to guidance for adults, and from Mr. Spears, whose entire presentation was concerned with methods of teaching adults in learning centers. I also agree with Group VIII, however.

QUESTION 24:

Did you gain any knowledge from the Institute as to how the learning center in a rural situation could benefit the undereducated population?

GROUP VIII RESPONSE:

I believe that this question has been answered before. We felt that the learning center was definitely needed, and that it brings in the total involvement of the whole community. If the learning center is provided with enough material to reach all levels of individuals and recycle them into a general vocational program of some type then the program would be worthwhile. We feel that a learning center is needed in most of the communities. Perhaps some vacant school buildings could be utilized for a center.

QUESTION 25:

Were the techniques of motivation presented meaningful (as related) to your program? Explain how.

GROUP VIII RESPONSE:

Yes, because we felt that we gained a wealth of information concerning motivation that would improve retention in our program. We also felt that all the information that was given and shared between individual teachers could be adopted for our locale.

QUESTION 26:

In the design of the Institute Program, what is the importance of Staff Associate personnel and what ways could the position be utilized to greater advantage?

GROUP VIII RESPONSE:

Our general opinion is that by virtue of the fact that these individuals have many different experiences, this is a very good way of communicating different kinds of information. Whoever did the selection of the staff group should be commended—a very good group of staff personnel. However, we also felt that it was unfair to not share this with all groups. We all became very close to one particular staff member in terms of small groups. We weren't able to take advantage of having other staff members come in, to know others as well, which I think would have been very good. It would have been good to have them scattered around and been able to share this whole thing. Also, one thing about the staff members (this is also a personal thing) is that the staff members are very sensitive people and they were able to communicate with the entire group, 100 folks. If you can communicate with 100 folks, you're in good shape. I gained some very personal growth from some of the staff members and I think they should be commended.

QUESTION 27:

Would you have preferred having an opportunity to work with more than one staff associate in your small groups during an Institute? Why?

GROUP VIII RESPONSE:

First, I would like to say that the male participants in Group VIII were very pleased to have Martha Nelsen as a Staff Associate. It was the consensus of the group that we would like the opportunity to have shared the experience of more than one Staff Associate. It would have allowed each person an opportunity to carry a wider range of experiences back to their program.

INDIVIDUAL RESPONSE:

I think there are two things to look at in this situation. When you have one person and you become familiar with that person, there is a greater communication than when people circulate back and forth.

COMMENT:

We know we are Group I and we thank you for recognizing this at the beginning.

INDIVIDUAL RESPONSE:

With reference to the comment concerning the Staff Associates, I would like to say that it worked both ways. As a Staff Associate, talking and working with you has also helped me to grow and develop; and it was a dynamic experience for me, also.

QUESTION 28:

How would you go about involving personnel for setting up an in-service training program in ABE? Explain.

GROUP IX RESPONSE:

We would just like to say that this has been a wonderful Institute. Group IX decided that we would select someone from our own program who is qualified. We would also select someone who is an outside expert to come in and help us. We would share planning with the personnel. Then we came to the conclusion that if the program is worth anything and if we are to be professional, then training is a part of any professional job. We have heard about some who did not like to attend training sessions and administrators holding their paychecks. We believe, if you are going to be professional, you should be willing to give a little of your time for advanced training.

QUESTION 29:

Of the three special projects presented, do you feel that any information gained could be used in your program?

GROUP IX RESPONSE:

The RFD Program stressed the use of paraprofessionals in their homes and, of course, the T. V. Program as a motivational factor.

The Guidance and Counseling Project's film was an excellent training film and we gained a lot of ideas concerning the role of the counselor and teacher in the ABE Program.

The Appalachian Project brought out excellent recruitment techniques and stressed home instruction and visitation.

QUESTION 30:

As a result of the Institute program, can you relate the curriculum to such aspects of the program as retention, achievement, materials of instruction, motivation, performance, etc.?

GROUP IX RESPONSE:

We did not have too much time to devote to all the aspects of the program, but this is what we came up with. We agreed that curriculum must be geared to fit the wants, needs, and ability of the student. For retention, short-range goals should be set first, in order to achieve the long-range goals of the student. In materials of instruction, materials should be geared to the adult's interest and we also touched very lightly on testing. Teachers should be very careful on testing in the early stages. We would like to summarize, by using Dr. Boone's quotation regarding curriculum, 'The curriculum is the heart and core of the ABE Program'.

QUESTION 31:

Briefly evaluate the following facilities:

(1) residential
(2) cafeteria
(3) large group meeting rooms
(4) small group meeting rooms
(5) recreational

GROUP X RESPONSE:

Group X felt that the dormitory was quite comfortable and clean; and the adjustments asked for by the participants were readily made by the staff. We appreciate the university authorities lifting the regular dormitory policy and treating us as adults. This was a big factor in making the program a successful one in that it allowed participants the flexibility of informal sessions with each other. We would like to recommend that the elevator be repaired and that a hostess remain at the desk during the day. The cafeteria was rated excellent. We feel the large group meeting room was inadequate for the number of participants and that tables and chairs would have been better. We also feel that the informality was good that the arrangements made the speakers part of the group. The small group meeting rooms were very good. We felt that the recreational facilities were inadequate, and that there was little recreation offered on the campus, but this was due to the summer session. However, we appreciate the activities--the shrimp boil, the banquet, etc--that were presented by the university.

QUESTION 32:

Did you feel that there was a proper balance between free discussion and assigned tasks in the small groups? Explain.

GROUP X RESPONSE:

We did feel that there was a proper balance between free discussion and assigned techniques in small groups, and that we had sufficient time for discussion and to make reports.

QUESTION 33:

Did the material presentations made by the publishers provide innovative ideas in Adult Education materials?

GROUP X RESPONSE:

We felt that there were many materials presented that should have been made before. We felt that the presentation should not have been made at the end of the day when the participants were tired and the representatives were rushed. We did not feel that there was a sufficient number of publishing companies represented, and the participants did not have the opportunity to examine the many materials that they brought. However, we are grateful for those that were made available to us.

INDIVIDUAL RESPONSE:

We know that the Staff Associates have worked very hard and we hold dear with all of them; but on behalf of Group IV, we would like to express our sincere thanks to Loy for sharing his wealth of ideas and experiences. There was no time that we were not at liberty to speak in that particular group. I know that I have a wealth of information to take back to my home town and also a wealth of jokes.

PANEL RESPONSE:

I knew eventually that Group IV would come out on top.

INDIVIDUAL RESPONSE:

Group III would like to express our appreciation to Mrs. Gresham. We felt she did an outstanding job and we were happy to have her as our group leader.

INDIVIDUAL RESPONSE:

We would like to say that Group IX has had the best group leader anyone could have--Zelda Rick.

INDIVIDUAL RESPONSE:

I would like to speak for Group VIII. We have a little song we sing at our church, 'Will There Be Any Stars In My Crown?' We couldn't give Martha any stars, but our group really appreciates her contribution.

INDIVIDUAL RESPONSE:

Group V also wants to show their appreciation to our Staff Associates.

PANEL RESPONSE:

We would like to thank all the participants for their kind remarks, but the staff would like to pay tribute to each of the participants for the tremendous contributions you have made in making this program a success. Therefore, we would like to go on record as supporting a move to have another Institute with the same participants next year.

E. Summation of Participant Evaluations

Enclosed are the composite participant ratings of the overall institute program and singular evaluation on the field trip activities. The form enclosed was used daily to evaluate participant response to the program, and to provide the staff with daily input as to any changes that should be made in the program activities.

DISCUSSION AREA FINAL EVALUATION SUMMATION

Please complete this form and return to your Staff Associate, as instructed.

Key to rating scale.

1. Highly Favorable
2. Favorable
3. Indifferent
4. Unfavorable
5. Highly Unfavorable

INSTRUCTIONS

Discussion Area:

Rate the following according to the key:

1. Topic of discussion as related to your current ABE needs.
   (1)—45—(2)—22—(3)—14—(4)—0—(5)—0—

Explain:

2. Possiblity of utilizing this information in your program:
   (1)—42—(2)—23—(3)—11—(4) -0—(5)—0—

How:

3. Effectiveness of presentation:
   (1)—23—(2)—31—(3)—11—(4)—6—(5)—2—

Strong Points:

Weak Points:

4. Effectiveness of group activities:
   (1)—49—(2)—15—(3)—5—(4)—0—(5)—0—

Strong Points:

Weak Points:

5. Innovative ideas, methods, and techniques gained:
   (1)—27—(2)—26—(3)—12—(4)—1—(5)—6—

List them:

6. Organization and coordination of activities:
(1)--35--(2)--22--(3)--11--(4)--1--(5)--2--

Comments:

7. Degree to which your stated objectives concerning this area were met:
(1)--27--(2)--25--(3)--8--(4)--3--(5)--2--

Comments:

What do you expect to obtain from the next topic of discussion (objectives)?
1.
2.
3.

FACILITIES

1. Meeting areas:
(1)--52--(2)--13--(3)--2--(4)--0--(5)--0--

Comments:

2. Instructional equipment and materials:
(1)--46--(2)--11--(3)--3--(4)--0--(5)--0--

Comments:

DISCUSSION AREA EVALUATION SUMMATION

FIELD TRIP

Please complete this form and return to your Staff Associate, as instructed.

Key to rating scale
1. Highly Favorable
2. Favorable
3. Indifferent
4. Unfavorable
5. Highly Unfavorable

INSTRUCTION

Discussion Area: Tour Terrebonne Parish Area

Rate the following according to the key:

1. Topic of discussion as related to your current ABE needs.
(1)--24--(2)--10--(3)--6--(4)--1--(5)--0--

Explain:

2. Possibility of utilizing this information in your program:
(1)--16--(2)--15--(3)--5--(4)--1--(5)--2--

How:

3. Effectiveness of presentation:
(1)--32--(2)--5--(3)--8--(4)--0--(5)--0--

Strong points:

Weak points:

4. Effectiveness of group activities:
(1)—23—(2)—5—(3)—1—(4)—0—(5)—0—

Strong points:

Weak points:

5. Innovative ideas, methods, and techniques gained:
(1)—8—(2)—6—(3)—7—(4)—0—(5)—1—

List them:

6. Organization and coordination of activities:
(1)—21—(2)—8—(3)—3—(4)—1—(5)—0—

Comments:

7. Degree to which your stated objectives concerning this area were met:
(1)—14—(2)—7—(3)—4—(4)—0—(5)—2—

Comments:

What do you expect to obtain from the next topic of discussion (objectives)?

1.
2.
3.

FACILITIES

1. Meeting areas:
(1)—19—(2)—5—(3)—0—(4)—0—(5)—0—

Comments:

2 Instruction equipment and materials:
(1)—17—(2)—3—(3)—0—(4)—0—(5)—0—

F. Staff Evaluation

In order to provide the Institute Staff with additional areas of evaluations of the Nichools State University Institute Program, the Staff Associates were asked to provide a narrative evaluation either collectively or individually on the institute proceedings. Those staff evaluations received are included in this segment of these reports.

1. Staff Evaluation No. 1

The strength of the program was in the Institute Stafff which included: Director, Dr. T. Earl Bainister; Associate Director Director, Robert W. Boyet; and ten Staff Associates: J. C. Babbs (Arkansas), George Bertrand (Louisiana), LaVerne P. Gresham (Louisiana), Loy D. Hedgepeth (Louisiana), William T. Keaton (Arkansas), Charles P. Loeb, Jr. (Louisiana), Marie Meno (Louisiana), Martha Nelsen, (Arkansas), Zelda Rick (Texas), and Juanita Shaver (Texas).

The above group is beyond a doubt the most dedicated and hardest working group of individuals I have ever been associated with. Quite often they could be found in a planning session as late as eleven o'clock. This intensive planning was to insure that the activities of the following day would complement the design and needs of the program.

Between planning sessions and program administration, they always found time to spend with the institute participants in order to get their views and ideas to include in the program. Quite often the remarks were

overheard that never have we been in an institute where the staff associated with the participants to the extent that one tends to feel he/she is a worthy part of the total program and that his/her views amount to more than just hot air.

Weakness of the program lies in the fact that funding came at such a late date it created many problems in getting the necessary communication to the participants in order that they could have the opportunity to correspond back with the Director or Associate Director to clear up matters that were not clear to them.

A definite problem was in the fact that funding came two weeks after the end of the institute. Some participants were planning to use their stipend to help defray expenses incurred in the institute. Through the goodness of friends and staff members, necessary financial arrangements were made to insure each participant the return home.

All consultants had a definite impact on the overall effectiveness of the institute. However, I feel two had or made an outstanding impact-Dr. Norman Dixon and Dr. Edgar Boone. These two are outstanding in their fields and understanding of adults and adult needs.

I am not sure I can adequately answer the question of funding and negotiations with the Office of Education. As mentioned previously, I feel projects should be funded in time to assure adequate planning and assurance can be afforded to participants. Possibly more consideration should be given to the knowledge of the people in the field in reaching a negotiated contract with the Office of Education. Institute personnel have vast experience in the needs of institute programs and need more leadway to help develop a program of meaning and worthiness in preference to a program of lip service. Most people serving on the staff were not adequately compensated for their professional services. Most could have earned far more had they chosen to get involved in other activities for economic gains. Thank goodness for their concern of programs and people, otherwise; they would not have served on the institute staff.

In summary one might conclude: The pre-planning and planning during the institute were definite assets to the overall effectiveness of the institute.

Physical facilities were quite adequate for the program.

2. Staff Evaluation No. 2

Due to the high quality of the participants, administrative staff, and staff associates, it was felt that this institute was highly successful. The institute gave special emphasis on the black adult and focused on several broad areas of study which included:

Awareness of problems of rural, undereducated blacks
Culture of rural blacks
Guidance and couseling for rural ABE problems
Motivation of rural ABE students
Curriculum development in ABE
Testing and evaluation and retention
In-service training for rural ABE programs
Adult learning center concept
Recruitment of students

Because institute participants included teachers, administrators, and paraprofessionals of rural ABE programs, the program was organized to provide the opportunities to explore problems in common was well as those particularly related to specific fields of interest.

Strengths

1. Excellent cooperation between Nicholls State University and Department of Education.
2. Excellent working relationship of staff associates, director and assistant director.
3. Pre-planning one week prior to institute with staff associates gave opportunity for staff associates to become familiar with the program, to finalize the program, prepare registration material, organize presentations and make necessary administrative and instruction details concerning the institute, become familiar with the facilitites, and to establish a good working relationship between the director, associate director and staff associates.
4. The excellent housing facilities which provided for all participants and staff to be housed in the same dormitory made it possible for a close working relationship and exchange of ideas, problems, etc.
5. Excellent choice of participants by the State Directors.
6. Overall program design which provided maximum time for small group activity with a staff associate assigned to each small group.
7. Selection of topics of discussion with relation to areas of study seemed to be of common interest to the participants in general (with only a few exceptions).
8. Ability of the staff to provide flexibility in the program.
9. The advisory committee which consisted of participants from each small group was very effective.
10. The institute's social activities were adequate.
11. The field trip was revelant to theme of institute because it gave participants the opportunity to go into the area where rural blacks live and work.
12. Most speakers used effective teaching aids and gave opportunity for group discussion and participation.

Weaknesses

1. Late notification of funding for the workshop resulted in hardships for the participants and those planning the institute.
2. Because of short notification to participants, registration was somewhat confusing due to lack of time for participants to secure required credentials (transcripts, teachers certificates, etc.)
3. Because of short notification in funding, there was not adequate time for sufficient communication between those planning the institute and participants and consultants.
4. Because of short notification in funding, some consultants who were needed to help fulfill the objectives of the institute could not be secured due to previous commitments.
5. Funds were not available on the last day to pay stipends of participants.
6. Instructional materials which had been selected to distribute to participants were not secured in time for distribution during the institute.
7. Time scheduled for materials presentation conflicted with other scheduled activities due to some consultants not arriving on time.
8. Definite instructions for the research project were vague and conflicting.

Consultants and Program

Dr. Edgar Boone, according to participant reaction, seemed to be the most outstanding consultant. His presentation was well organized and pertinent to curriculum development which was the area of interest assigned to him. Due to circumstances beyond control, the time element did not allow him to complete the excellent presentation.

Dr. Norman Dixon's presentation was relevant to the emphasis on the black adult and was well received by the majority of participants. His open criticism of the organization of the institute and selection of speakers for the program was apparently due to lack of knowledge and completely out of context since his services had been requested as consultant and not to evaluate the institute on the second day. It was felt by many that some of his examples used to emphasize specific points were in poor taste. The presentation did generate much discussion.

Mr. C. C. Couvillion, Dr. Carroll Eubanks, and Mr. Bray Sibley, were the consultants concerned with Guidance and Counseling areas of study. Their material was relevant and activities for small group sessions were provided.

Demonstrations of use of video-tape equipment in ABE by Sid Tanen was most interesting and involved group participation. This technique was new for many of the participants and even though it would not be feasible in many rural programs it was agreed that knowledge of how video-tape could be used in programs was interesting. Maryann Clote's presentation concerned with motivation would have been more effective if it had been shorter. The material presented was excellent and even though emphasis was not on the rural black adult it certainly would apply to any student.

Mr. Carl Spears presented the Learning Center concept. This presentation was well received and many participants in rural areas gained new ideas and agreed that this concept would be applicable if the money could be made available for such centers and if various agencies would cooperate to provide both academic and vocational education.

Program Activities:

a. "Mr. Geography" - This activity provided the source for excellent group participation and discussion. The activity provided insight into feelings of a non-reader as well as negative and positive teaching techniques.

b. How to Determine Readability - It was agreed that this method of determining reading level of both published and unpublished material was excellent. By using this technique a teacher may make available to an individual student a variety of instructional materials to teach basic subjects while at the same time capitalizing on his interests.

c. "Twelve Angry Men" - This movie was used on the first day. This provided insight into feelings, human relations, elements of decision making, etc., forces in group members, interpersonal relationships, etc.

d. Belton, Jerold F. - (film) This was shown by Ken Steadman. This film is excellent to use as a training tool with ABE teachers, counselors, and administrators for pre-service or in-service training in a workshop setting. It stimulates thought, reaction, and interaction among participants. It provides awareness of factors which influence relationships with students and staff members.

Funding

Changes in the proposed budget deleted additional funds for the staff associates. It is felt that since the responsibilities of the staff associates include that of laundry duty, two and three staff meetings daily (even at midnight) and almost constant responsibility with public relations as well as instruction, that funds should be made available to compensate these people.

The time between approval of funding and the institute resulted in many problems.

Funds were not available to pay participants at close of institute.

3. Staff Evaluation No. 3

Because the Staff Associates were at Nicholls a week in advance of the arrival of the institute participants, they

were able to meet with the Institute directors to evaluate and re-plan the tentative Institute program where needed.

The Staff Associates were able to visit the facilities and get a firsthand view at what was to be used for the ABE Institute. This gave the Institute staff the advantage of knowing where to send the participants for help when needed. Because of summer school being in session, small group meetings were re-scheduled at times from one location to another. Confusion was kept to a minumum because the Associate (group leader) knew where to go in terms of new room assignments. Pre-planning by the directors and Staff Associates enable members of the team to be available to pick up arrivals and assign them to their rooms without delay, thus limiting frustration on the part of the participants.

The Staff Associates also had a chance to get acquainted with each other, and the Directors came to recognize the working relationship of the Staff Associates which later enabled them (the Directors) to assign workable teams of Staff Associates to program assignments for the three-week Institute.

Because of the short time of notification to participants that they had been accepted to the Institute and the time set to get credentials for the Institute, some participants sent their original datum. This datum could not at the time be located for duplication. Other participants had difficulty in getting information located at their closed schools. In some cases the Superintendent of schools for some areas was on leave and some information could only be obtained through him. Among other things, some participants who pre-registered by mail found when they arrived at Nicholls, the information had become mixed up with regular university mail and the university had returned the mail to the home of the participant causing him to re-register. Often, the participant did not have the available data which helped him to fill out the answers on the first application, etc., and had to guess. This caused some of the participants some anxiety.

The weakness of the Institute was registration. There was just not enough time between the notification of the Institute, correspondence with participants, consultants, and arrival of necessary data before the Institute was on its way. Is this because of late funding or notification that the Institute had been funded?

Because of the short time between the beginning of the Institute and correspondence to consultants and resource persons, most of the consultants had previous commitments. Many came in spite of this, but could only be at the Institute for one day.

The consultants who sent outlines of their planned activities were embarrassed to know that the materials had not made it to the Directors and Staff Associates. This caused a little embarrassment on the part of the Staff Associates when a consultant referred to his outline and the Staff Associate did not know what he was talking about. When the Directors were asked by the Associate about the materials, it was found to be just arriving by mail.

Problems

Most of the problems were associated with registration. However, it is such a shame that after such a dynamic institute, participants had to be told that there were no funds for their incurred expenses to and while at the Institute.

However, the Directors met this disaster by obtaining money for participants to get back home. This was one major problem I hope will never happen again at any institute.

Outstanding consultants, resource people, etc. and their areas of expertise.

The authorities who came to Nicholls were all outstanding. I cannot evaluate these people in terms of their presentations to Nicholls. However, Dr. Dixon, Dr. Eubanks, Mrs. Clote, and Dr. Boon were more in relevancy to the Institute at hand. Also, Ken Stedman's production on the counseling-teacher relation to the student or overall effectiveness on the educational process was outstanding.

Poor Consultants-resource people, etc. stated above.

Funding

The funding was just one sorry story. Even though I have since then received word that participants' checks are on the the way to them, at this moment, I cannot forget the announcement of the funds at Nicholls. I cannot forget the anxiety of the Directors, and the Staff. Finally, the last words, and the participants leaving the Institute to faced their creditors at home. Many of the participants had borrowed money that became effective for payment on date of their return home.

I had many to come to me and state this among other things I will not mention in writing.

Well, the funding caused a hardship on the participants and the Institute sponsors.

4. Staff Evaluation No. 4

The Institute was very profitable. The success was indicated by the reaction of the participants to the consultants, group sessions and other activities. The Participants' enthusiasm was constantly evident, from playing a game of Hearts in the Recreation Room to planning their research papers.

Consultants

Dr. Norman R.Dixon was dynamic, had much to say, and was initially well received by the participants of both races. However, he protrayed characteristics of a militant. More than once he said something like this: "But I won't say that because it is 'in-house' and there are Whites in the audience." I firmly believe that there could have been repercussions had it not been for two factors. First, the participants had, in a short time, established a

good friendly relationship among themselves and with the staff. Second, and a more decisive factor, Bill Keaton (Arkansas), who presided the second day Dr. Dixon appeared on the program, had a great deal of influence on the attitude and reaction of all present. Mr. Keaton is a master at handling people.

Dr. Edgar Boone is one of the most outstanding speakers I have heard. He knew what he was talking about, made his presentation informally but superbly and was well accepted by both participants and staff. No doubt his being a native of Louisiana contributed to the impact he had on the audience. Yet I believe that ABE people of any race in any area would consider themselves fortunate to hear him.

Though urban learning centers are remote from the teachers in rural areas, Carl Spears' enthusiasm was contagious. The teachers with whom I talked were eager to apply the learning center concept to their classrooms.

Maryann Clote, in her gracious charming manner, established good rapport with her audience. Her presentation on Monday, June 14, was valuable. However, Tuesday's presentation was repetitious.

Mrs. Ann P. Hayes was at a disadvantage in that she appeared on the program at 3:00 p. m. on Thursday of the second week. Participants are not overly receptive at this hour. The Appalachian Project is too remote from the experiences of the teacher of the Rural to be applicable. However, knowledge of other ABE programs is valuable to teachers and supervisors.

The film, the University of Texas "309" Special Project in Guidance and Counseling presented by Ken Stedman, was outstanding. It provided for an excellent discussion in the small group sessions which followed the film. I highly recommend it to be used in other teacher-training workshops.

The other consultants were very good and contributed to the success of the institute.

MATERIALS PRESENTATIONS:

I felt that the materials presentations were too few, particularly since the rural teachers are not familiar with all the ABE instructional materials available. It would have been advantageous if the opportunity had been provided for teachers to examine more materials.

GROUP DISCUSSIONS

There was a very good balance between free discussion and planned group discussion. Most consultants provided clear, concise directions for group activities. I rate the small group activities as outstanding.

MORALE

Very high. The participants were happy and profited a great deal from the institute. The most serious complaints had to do with room temperature. The third week, when group members, in fun, argued that their group was number one, I fully realized how pleased they were. This is a remarkable achievement for a three-week institute with fifty-nine (59) Blacks and thirty (30) Whites.

STAFF

The working and social relationship of the staff was excellent. The director and assistant director are to be commended for their work. Bobby Boyet was remarkably efficient, both with groups and program planning.

5. Staff Evaluation No. 5

The Nicholls Workshop was well organized, but did not receive enough administrative support from the University. This resulted in excessive burdens of routine administrative duties being placed upon ABE staff personnel. This factor reduced effectiveness of instruction somewhat, although the staff was able to maintain a high level of effectiveness despite this hand ap.

It is my opinion that some of the consultants were excellent, but others were fair to mediocre. Those who were most effective offered areas which were directly applicable to the participant's immediate problems. Some of the highly effective areas were: motivation of ABE students, reading improvement practices, recruiting, and retention of students and learning center concepts.

The materials of instruction presentations were not as effective as they could have been because the company representatives did not have enough time for effective presentation. It was also noted that some of the materials were much too expensive for the ABE budget. I believe that the materials presentations could be eliminated in favor of a display area where teachers could examine these materials at their leisure.

The ABE staff associates were of the highest calibre and might all be considered experts in Adult Education. This was especially noticeable in small group activities where discussion and interest was held at a high level.

It should be noted that Mr. Robert Boyet, Associate Director for the Institute, accomplished an exceptional job in planning and conducting the workshop.

In summary, I recommend the following:

1. More administrative support from the University.
2. Eliminate materials of instruction presentations.

3. Select more consultants who are actively working in the areas with which the participants are directly concerned.

Finally, a word to Washington on Funding—too little and too late!

I rate the over-all effectiveness of the workshop above average, as compared to the five previous ABE institutes which I attended:

PHASE II

FIELD FOLLOW-UP RESEARCH ACTIVITIES

JULY 1, 1971-MAY 31, 1972

CALENDAR OF EVENTS

June 24, 1971
Participants at Institute meet in State groups with their respective State Director and Staff Associates to discuss their research projects.

June 25, 1971
Participants at Institute submitted rough outline of their projected research projects to Institute Staff.

September 30-31, 1971
Institute Staff and research group Staff Associates met in Bossier City, Louisiana to report on progress of participants' research projects and to set dates for area workshop meetings with participants.

October 23, 1971
Associate Director and respective Staff Associates met with Louisiana research participants in Alexandria, Louisiana.

October 30, 1971
Associate Director and respective Staff Associates met with research participants from Arkansas, Kansas, Missouri, Oklahoma, and Mississippi, in Hot Springs, Arkansas.

November 13, 1972
The Associate Director and respective Staff Associates met with research participants from Texas in Houston, Texas.

November 19, 1971
Rough draft copy of research projects due for submission to each respective Staff Associate.

January 19-21, 1972
Institute Staff and Staff Associates met in Bossier City, Louisiana to review all research projects submitted for grades, to extend deadline for submission of projects, and make plans for final evaluation meeting of staff.

March 15, 1972
Final deadline for submission of all research projects to Institute Staff.

April 3-7, 1972
Final meeting of Institute Staff and Staff Associates to abstract all research papers into monographs on specific topic areas of research, and assist in preparation of final report.

A. NARRATIVE REPORT FOR PHASE II RESEARCH ACTIVITIES

Throughout the three-week Institute program participants were requested to compile a list of areas of Adult Education research based upon the presentations and discussions during the program. During the last week, participants were requested to submit research topics for approval which were discussed in State meetings with their respective State Directors.

The initial planning session for follow-up research was held in Bosssier City, September 30-31, 1971. At this meeting the Director, Associate Director and all Staff Associates were present for the purpose of reviewing and inititating the procedures for the field study. As a result of this meeting the following decisions were made:

1. All correspondence from participants regarding projects should be mailed to their immediate Staff Associate with whom they are working and a copy sent to Dr. Banister. Monthly progress reports and comments to participants will be submitted by Staff Associates and to the Project Director.
2. Concern was expressed over the fact that some participants had not contacted their immediate Staff Associates. It was concluded that this was vital and action was taken to correct this situation.
3. It was decided that a rough draft of projects would be submitted to each immediate Staff Associate by the participants no later than November 19, 1971 with a copy sent to Dr. Banister.
4. It was also decided that three area workshop programs with participants and staff would be conducted as follows:
   a. Louisiana participants to meet October 23, 1971 in Alexandria, Louisiana.
   b. Participants from Kansas, Missouri, Oklahoma, Arkansas, and Mississippi to meet Saturday, October 30, 1971 in Hot Springs, Arkansas.
   c. Participants from Texas to meet Saturday, November 13, 1972, in Houston, Texas.

Throughout the research phase of the project, each Staff Associate maintained continual correspondence with the members of their research group, assisting them with any areas of difficulty with their project. Staff Associates also met with their research groups during the participant meetings that were conducted in October and November. These meetings proved to be extremely beneficial to the participants and were of great assistance in formulating the projects into their final form.

A second staff meeting was conducted January 19-21, 1972, in Bossier City to review all research papers submitted by

the participants up to this point in order to begin finalizing participants' grades for their research projects. The staff discussed final procedures to be undertaken in order to compile a final report of the research activities of the project and were assigned the responsibility of compiling an abstract on each of the participant papers from their group.

The final meeting of the Nicholls State University Adult Basic Education Project Staff was held April 3-7, 1972, in Houma, Louisiana, adjacent to Nicholls State University. All participant research projects were submitted to the Director with an accompanying abstract by the Staff Associates. This included those participants who were allowed to extend the deadline due to various extenuating circumstances. Each Staff Associate was assigned the responsibility of compiling a monograph report on areas of major concern upon which a number of research papers were written.

B. STAFF ASSOCIATE MONOGRAPHS

During the final staff meeting of the Nicholls Institute staff, April 3-7, the Staff Associates compiled the major areas of interest that the participant research projects had been focused upon. The major areas were as follows:

(1) Retention of Adult Basic Education Students
(2) Recruitment of the Rural Adult
(3) The Need for ABE Teacher-Training
(4) Instructional Implication for the Adult Educator
(5) The Economic Value of Adult Basic Education
(6) Psycho-Social Aspects of the Adult Learner
(7) The Program of Dropouts in ABE

The Staff Associates compiled those research papers dealing with the major areas of interest into a brief monograph of the subject based upon the participants' research. The monographs follow in this section of the report.

RETENTION OF ADULT BASIC EDUCATION STUDENTS

by
Marie Meno

The retaining power of ABE Programs is a problem of main concern to all adult educators. When one begins to give serious thought to reasons or causes of ABE dropouts, the list seems to grow almost daily and the solutions become even more difficult to define.

According to a study by Roland Lassere, in Jefferson Parish, the following conclusions were reached: (1) more study is needed in the area of retention of students (2) there is a need for training teachers of Adult Education on the college level (3) more money is needed to finance Adult Education Programs (4) in-service teacher-training is needed (5) more counseling is needed at the lower level (6) what works in one area will not necessarily work in another area.

This suggests that each area has different reasons for dropouts and also within these areas one finds the reasons may vary by sex of the student. Charles Campbell conducted a limited survey of dropouts in Abbeville, Louisiana to determine the causes of dropouts. This study was conducted through personal interviews with ABE dropouts. His findings demonstrate the main reasons for dropouts of Adult classes in Abbeville, Louisiana. The most frequently reported reasons by females were poor student-teacher relationships. The most frequently reported reasons for dropping out by the males were lack of interest and the changing of working hours.

Other methods used to encourage retention of ABE students are evident in a study made in St. Helena Parish by Pearl T. Cook. Cook's study reveals that retention is encouraged through (1) enrichment of community life solutions of its problems (2) publications of successful achievement after participation in ABE activities (3) periodic testimonials of adults who feel they have benefited from ABE classes (4) fitting ABE objectives, content and teaching methods to the individual student rather than as the authorities think they should be (5) instruction centered around interest and relevancy to each student (6) emphasis on improving living conditions in the home and family relationships (7) utilization of verbal and visual symbols, filmstrips, motion pictures, exhibits, demonstrations, student participation, etc.

Quite often we find ABE students dropping out because of factors not directly related to the programs they are participating in. This is evidenced through a study made by Ersena C. Coleman, in Lee County, Arkansas. Coleman conducted her study through the questionnaire and personal interview techniques. The findings of the study reveal reasons such as broken homes, improper clothing to wear, transportation, no use of an education, poor encouragement from home, impoverished and unhappy homes of parents who often attach little importance to schooling and are sometimes very hostile toward the school and of an environment that breeds frustrations. As a result of the study, the author suggests that because of the ABE student's limited knowledge and lack of value of an education, programs need strong support from community groups such as ABE guidance centers, juvenile courts, child care centers and police in order to reduce the number of dropouts in the ABE Programs.

The study by Jessie Smith, in Jonesboro, Arkansas, indicates that ABE students can be retained through the use of individual counseling and teaching with proper placement and suitable materials of the appropriate achievement level to meet the needs of the individual; also varied teaching techniques such as filmstrips, overlays, experiments and resource people should be used. This, coupled with a demonstration of the individual worth of each adult, lends itself toward having holding power for the ABE student.

"The Teacher-Counselor with Retention as the Ultimate Goal" is a study by Vivian G. Cephus, with the objective being to identify counseling techniques that aid in retention of ABE students. Cephus' study focuses on the ability of a student to use knowledge in socially significant ways is as important as the amount of knowledge acquired. Each adult learner is instructed to maintain three (3) constant goals: (1) to work toward fulfilling requirements for a diploma (2) to make sure that after each class session, he takes away some information that he can use in a job (3) to become aware of his surroundings, people, life and opportunities.

The dropout retention factor is quite often an overworked term. When a student is labeled as an ABE dropout, can one be sure this is the correct term to be used? In some cases an adult learner may have a lesser goal than does the instructor and when this goal is met, then the student ceases to attend classes. As a result, he shows up on the report form as a drop. But in terms of the individual, he may feel he completed the program because he achieved his goal. Thus, one needs to judge each individual in terms of his goal and not in terms of teacher or administrator-set goals.

In search of reasons for an ABE student dropping out, we often get an answer that the student thinks we want to hear. Quite often when a student is given possible reasons as to why he is no longer attending, he is quick to agree with the stated reasons, thus leading one to believe we have not found the reasons for the high rate of adult dropouts.

The above stated studies have shown some causes and probably solutions for ABE students. These are limited studies and each shows a need for furthur study in relation to this area of ABE programs.

In summary, one might conclude that the retention of ABE students is a problem with as many variations as there are individuals enrolled in ABE programs. Much study is needed and experimental programs put into operation to cope with this aspect. One must become knowledgeable of the whole individual as an adult learner and be able to establish a relationship with the individual that is in keeping with his individual needs.

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RECRUITMENT OF THE RURAL ADULT

by
Charles Loeb

Recruitment is probably one of the major areas of concern for most local Adult Education personnel, especially for those local teachers who must recruit their own classes. It is a problem of continuous concern for adult educators due, basically, to the fact that Adult Education is a purely volunteer program. Recruiting is a process in Adult Education whereby adults are made knowledgeable of educational needs and services, and enrollment is contingent on the individual's motivation to seek these needs and services.

Mrs. Mary Helen Toussaint indicated in her research paper that Pointe Coupee Parish is confronted with the perplexing educational problem of recruitment in their Adult Education Program. This problem is in all areas of the state and nation. There is and will always be a problem of recruitment in the Adult Program as long as there are dropouts from our regular school system.

Former President Johnson said in a statement issued from the White House, "A broad attitudinal change is needed for all adults in areas of human dignity, opportunity for responsible citizenship, economic development and particularly, world peace." He said that in order to make this change possible, opportunities for Continuing Adult Education must be extended in every community in every state to all who can benefit. It is the consensus of Adult teachers that without an organized and effective recruitment program that lends itself to the human and educational characteristics of Adult Basic Education students, the existing problem will continue. Mrs. Frankie Lorene Wiley pointed out that as a need for better jobs, more money and specialized areas of work increases in the world today, the need for better educated adults also increases.

Mrs. Evelyn Ballard stated in her paper that the feasibility of a study of methods of recruiting students for Adult Education Programs is an open question. Although many educators profess a number of ways of recruiting from a practical viewpoint, the results from many of their methods are dubious.

It is the major responsibility of the teachers when recruiting students for Adult Basic Education to assure them that their individual needs will receive utmost attention. Therefore, it is essential that extended knowledge be acquired in seeking different methods of recruitment, both favorable and unfavorable, in order to establish a workable Adult Basic Education Program. Each geographical locale has its trends and traditions established. Consequently, all methods are good; however, there are many methods that are applicable to each situation.

Mrs. Ballard continued that it is generally concluded that all concerned people, administrators, teachers, churches, civic organizations, as well as students must see a need for educating the adult in order to best serve posterity. In order to best serve these needs, the knowledge that a program does exist must be made known. This is first the responsibility of the administration, then the teachers. No known means of recruiting should be overlooked.

In studying the results of methods used by a limited number of participants of the Adult Basic Education Institute, the Director of the Adult Basic Education Program in El Dorado, Arkansas, and 28 former teachers of Adult Basic Education classes in El Dorado, methods found to be favorable in one area of the specified region of study (Arkansas, Louisiana, Missouri, Mississippi, Kansas, Texas and Oklahoma) could be unfavorable in another area.

The five most favorable methods in order were: door-to-door, word of mouth home visits, other students, and newspapers. The five **second** most favorable reasons were: telephone, door-to-door, churches and other students. The five **third**-most reasonable methods being: radio-television, other students, churches, newspapers and newsletters.

The reason for not attending Adult Basic Education Programs were as various as the methods. The five most unfavorable methods shown by the study were: telephone, newspapers, school newsletters, other students and civic organizations.

The results reveal that the methods used in El Dorado, Arkansas were not necessarily the most favorable in other regions. Nor were the reasons of non-attendance the same reasons as other areas. The reasons for the difference being multiple; an example: possible location as city or urban as opposed to rural. A reasonable assumption being that while a telephone is a favorable device in the urban area, it would possibly be a non-favorable instrument in the rural area due to the inaccessibility of same.

Recruiting must be planned and systematic, regardless of possible barriers. No means must or should be ignored.

Mr. Jimmy L. Randall pointed out in his paper that the local ABE teachers must become informed concerning the best methods and channels of community communication within his areas, because proper communication with the public is vital to the success of the ABE Program. Since it is adults who are to be informed, the teacher should consider the most effective yet simplest methods of communication at his command. The purpose of "Community Communication" is to make the advantages of the ABE Program clear to the minds of those who need it and the importance of it for those in the community who support it directly or indirectly.

Local ABE-teachers and administrative people should be so informed about their community that they may easily use the following as sources for assistance in an overall communicative program: city directories contain the names, phone numbers and addresses of most organizations, the telephone book will also contain most of this information, the Chamber of Commerce will be able to name both organizations and individuals that may be contacted within the community, and community leaders in various segments of the particular locality may provide additional information and give their assistance.

Mrs. Lorene Watkins indicated in her paper that she participated in a workshop that was held by the Project Plantation School. She indicated the workshop was fruitful. Further, she pointed out that the staff, teachers, and aides met to discuss problems and methods of recruitment. The decision was to make a door-to-door survey to determine the ABE population. The group was paired off and each pair was assigned to an area or plantation. Methods of approach and interviewing were discussed.

After the survey was made, the group met to discuss the reactions and results. About 99 per cent (99%) of the persons interviewed are ABE potentials. In the majority of cases, the group was received very warmly. However, in some instances,

the group was not trusted. About 40 per cent (40%) of the persons interviewed showed interest in them and their personal problems. The following are some reasons given for not enrolling.

1. Too old to learn.
2. Males were too busy.
3. Women must stay with children.
4. What good will it do now?
5. Reasons pointing to pride.

Mrs. Frankie Lorene Wiley pointed out in her paper that the follwoing are some of the common motivational techniques used to recruit and retain students in their Adult Education Program:

1. A feeling of importance.
2. Social approval.
3. To improve self-esteem.
4. To enjoy all of things which are tension-reducing.
5. To enjoy a friendly social atmosphere.
6. To avoid pain, either mentally or physically.
7. To discover and learn something new.
8. For independence.

Shaw states in his book **Recruiting Techniques** that if the basic adult participation in most Adult Education is examined, one or more of the above motives will probably be involved. Unfortunately, in the teacher's desire to have the student learn the subject matter, the basic reason or motive for his enrollment many not be analyzed and selected and adequate efforts made to provide gratification. Therefore, the teacher must always create an atmosphere in which the student's motives can be assessed, fixed on educational goals, and his success of achievement satisfied.

Communication with the community is the first of many important aspects of the Adult Basic Education Program. The methods discussed here concerning "Community Communications" are intended to be guidelines for the teacher to adapt to his or her local situation. A combination of the methods mentioned along with some of his own ideas should provide sufficient means of communication with the community for making the program more successful.

It is very important to know that the surveys revealed that formal education has a considerable effect on participation in Adult Education. Those who are better educated tend to participate more because of their experiences with education or because of their occupations after gradution. The study also showed that men take courses to help them on their jobs if they hold positions which require continuing education.

From previous studies, it is believed that the reasons we as adult educators are reaching only the "cream of the crop" and not the "hard core" is because adult educators are most often middle class in orientation and less knowledgeable about the "hard core" values and interests which tend to compound the bias against this segment of the target population.

As adult educators, we must rededicate ourselves to the cause of education and exhaust our efforts attempting to motivate those who seemingly are counter-productive in the competitive society of which we all are a part.

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THE NEED FOR ABE TEACHER TRAINING

by
Mrs. LaVerne P. Knotts

In order to develop an awareness of the total concept of Adult Basic Education, in-service training is of vital importance on the local, state, and national level. An awareness of the total concept is necessary for all personnel-administrators, teachers, counselors, paraprofessionals. Adult Education personnel interviewed indicated they were inadequately informed concerning all phases of the program, especially during the first year. A large majority of Adult Education personnel have had no specific training on the college or university level. Many have not had the opportunity to participate in Adult Education in-service training sessions.

In "A Limited Survey of Teachers to Determine Their Awareness of the Total Concept of ABE," by Gladys Eaker, it was recommended that every beginning ABE teacher should have access to a workshop concerned with aspects of ABE teaching and that student teaching for beginning teachers should be considered. It was also recommended that colleges and universities offer special courses and workshops to prepare teachers to teach adults.

Just as adult educators are strongly convinced that every adult can learn, so do they equally believe that every teacher of adults who wishes, can learn how to increase his or her skill in setting up meaningful experiences for adult students. It's all a matter of training. Since most teachers of adults are still only part-time in Adult Education, the alternatives for training time are frequently reduced to evenings when classes are not held, weekends, during vacation periods, or when on assignment to a teacher-training institute.

The key to training is planning. In the case of training Adult Education teachers, it is a matter of recognizing difficulties commonly encountered in the classroom and then identifying the skills and knowledge and attitudes required to bring about the desired behavioral outcomes. With goals such as these identified, what must be done first, second, third and sequentially throughout the training session to make it happen? With a sequence of needed learnings identified, what activites must be designed to bring them about? These are tasks of the in-service planning committee.

Although research indicated (Eaker) a need for training ABE personnel in all phases of the program, this report is concerned only with phases of the ABE program in which Phase II of the Nicholls State University Teacher Trainer Institute indicates a need. These are as follows:

PSYCHOLOGICAL AND SOCIOLOGICAL ASPECTS OF THE ADULT LEARNER

Adult Education is different from education at other age levels because the characteristics and attitudes of adult students are different. The teacher of adults must be aware of adult characteristics and attitudes and the implications these have for teaching. The teacher must recognize immediate and pressing concerns which adult students bring with them. The characteristics and nature of the adult student are the things that point to the beginning of the process of education in adult classes. Regardless of his reasons for attending adult classes, the adult brings to the learning situation varied experiences, attitudes, fears, abilities and a wide range of problems which confront him.

Studies made by Robinson, Wegert, and Wilburn indicate that other phases of the Adult Education program such as causes of dropouts and retention, curriculum and development, teaching techniques, recruiting, guidance and counseling depend largely upon knowledge of psychological and social aspects of the adult learner. Admittedly, Adult Education is a practical art-an art dedicated to changing behavior of humans.

Selection of Adult Education personnel is largely from teachers from the regular public school day program. One problem confronting many programs is one of understanding the student, and without needed insight into the inner problems of the undereducated adult, the program cannot attain its intended goals.

Formal adult instruction is characterized by the systematic formulation of learning objectives which take account of and are based upon judgments about societal requirements, the importance of certain cultural values, and the needs of individuals. It also means that the socio-psychological phenomena associated with formal adult instruction must be conceptually organized and understood if it is to be managed or controlled in whatever ways may be required to achieve a chosen or given set of learning objectives. To identify and define these socio-psychological elements and to formulate a set of principles which makes possible the systematic analysis and management of adult instruction needs for the achievement of given learning objectives is of utmost importance to the teacher of adults.

RECRUITMENT

As the need for better jobs, more money and specialized areas of work increase in the world today, the need for better educated adults also increases. It has been stated by numerous authors that the ABE program has not and is not reaching the so-called "hard core". In many school districts the teachers in the Adult Education program have the responsibility of recruiting students. Effective methods of recruiting differ with various communities. It is believed that the reason the "hard core" is not being reached is due to adult educators being most often middle class in orientation and less knowledgeable about the "hard core" values, interests and needs of this group.

Toussaint and Wiley pointed out that teachers need to become aware of an effective recruitment program and the importance of this phase of the program.

Mr. Keeter has indicated a need to determine reasons for not taking advantage of the ABE Program in order to provide needed services to increase enrollment.

DROPOUTS

The stated reasons given for dropouts in the ABE Program indicates extensive need for teacher training in this area. Teachers must be trained to design programs with relevance to needs of each individual student. Teachers must be trained to cope with a very new breed of adults–the young high school dropout who is running from an institution which he feels has confined and frustrated him for years. Statistics indicate that on the national level, the adult student is younger, angrier and smarter. These adults will not tolerate the traditional classroom approach and quickly drop out of the program. Teachers should be aware of problems of adults returning to school after previously being rejected by the regular school program.

Through in-service training, teachers can become aware of the numerous reasons for dropping out of the program and implications for teachers; and the importance of recognizing potential dropouts. (Joyce Jac' son has listed recommendations for teachers.)

Mary Caldwell relates in **The High School Dropout**, "We must recognize that much of what is wrapped up in what we call behavior is the product of that which has occurred in the individuals past, the interaction between that which is and that which has already come." Poor attendance and a high dropout rate may be expected if teachers do not show the kind of concern for students that may sometimes necessitate putting aside basic fundamental skills and finding new ways to work with their students.

CURRICULUM DEVELOPMENT

Fred Watson pointed out that the task of the Adult Education program is to conform to the individual adult student–his needs, level of ability, and his desires. Such a program must start where the adult student is, and move forward. The principle objective is to enable the adult student to achieve proficiency in the basic skills in order that he may successfully function in and contribute to the society in which he lives.

The teacher has a major responsibility in the role of curriculum development–a functional curriculum for each adult student. Hammond Johnson lists ways in which teachers can contribute to curriculum development: (1) participate in the determination of the fundamental objectives of the curriculum as a whole and for individual adults. (2) assist in selection of content, materials of instruction and activities (3) discovery of the most effective teaching techniques to achieve objectives of individual students.

Bettye Johnson states that unwise purchasing and misuse of food stamps may be attributed to the fact that stamp users have a limited amount of education. This study indicates a need for teaching information regarding the value of planned spending and nutrition. Micro and Macro curriculum development by the teacher using this type of functional material for instruction is, of utmost importance for the success of the ABE program. Nellie Simmons' research indicates the undereducated adult is more likely to apply his learning when he finds a similarity between real life and those learning experiences provided within the context of the classroom situations.

Teachers change only as they gain new insights, new knowledge and new experiences. Hammond Johnson states that it is the responsibility of teachers to see that curriculum is specifically designed to develop the abilities of ABE students that are necessary to successful living in a modern world.

Through in-service training, teachers might become more versatile in curriculum work and give invaluable assistance in the writing of course-of-study materials, as well as, providing a micro-curriculum which would be functional for each individual student.

USE OF COMMUNITY SERVICES

Adult students have a multitude of problems with regard to housing, education, welfare, drugs, health, legal, etc. The research concerned with referral services during Phase II indicates that it is the responsibility of the teacher to become aware of available services and orient students to inform them of these services. In-service training for Adult Education personnel concerning awareness of referral agencies and their services and dissemination of the information to adult students would serve to bring to society, citizens who better understand the government and make more useful citizens in our country.

REFERRAL AGENCIES

by
Zelda Rick

During the Nicholls State ABE Institute, many consultants made reference (either in passing or in some depth) to the need of ABE teachers and counselors for more information about the extent and availability of community services to the disadvantaged and to the need of ABE students for such referral services. It is not surprising, therefore, that several Institute participants selected referral services as a subject for research.

Every community, urban or rural, in the United States, takes some social responsibility for its members. The nature and extent of these services may depend on such factors as the size of the population, its ethnic distribution, its economic characteristics. Services may be supplied in varying proportions by the public and private sectors. Communities whose cultural background includes a strongly church-centered community life will probably have many services provided by church groups. In those communities with a very low economic index, a larger proportion of services will probably be supplied by State and Federal tax supported agencies. Communities with numerically small minority groups often depend on the so-called charitable or community service organizations of the majority. And in recent years, as the needs of the disadvantaged have come increasingly into the strong light of publicity, an increasing number of social services may be performed by various kinds of agencies acting in combination. For example, a Boys' Club may be funded originally by a Junior Service League, housed in a building donated by a church. After a time, its community support base may broaden as it is included in the United Fund Drive. And, eventually, as its use by children of disadvantaged families is demonstrated, it may receive a Federal grant.

As the needs of the disadvantaged members of society become more complex, and the agencies which try to meet these needs become also more complex, difficulties arise in trying to determine where to go for what services. Their survival often depends on a multiplicity of agencies: emergency food from the Community Action Program, medical assistance from the County Medical Society, clothing from a civic club, funds for temporary housing and utilities from the Ministerial Alliance, etc.

The research undertaken was to try to find out for individual communities the extent and availability of services, to determine how ABE staff could assist ABE clients to obtain needed assistance, and to determine in what ways ABE programs could interact with service agencies to make programs more effective.

In his statement of objectives for the study, Harris stated, "Inasmuch as students have a multitude of problems facing them daily with regard to housing, education, welfare, drugs, health, law, etc., this unit will prepare them to understand how bureaucratic agencies function (or do not function) and enable them to deal more effectively with these bureaucracies in a way that will best serve both their immediate and far-reaching needs.

Note that emphasis here is not only on providing ABE clients with a list of agencies and their services, but also on providing them with practical information on how to make use of those services. This theme reappears in most of the papers. Moorehead, after summarizing the basic information needed by teachers, counselors and clients in order to be able to use services provided, had this to say:

> "The data...in booklet form (should) give the following information: (a) the name of the agency (b) the office location (c) office hours open to the public (d) telephone number, and (e) a brief description of the services offered by each agency. **A copy of this booklet will be given to each Adult Education student.**" (Italics by **ed.**)

Most researchers did not feel that the issuing of a booklet is sufficient. Harris feels that: "In order for these people to call, write, or visit these...(agencies), classes should be set up to teach proper methods and ways to contact them. Among objectives (or these classes) will be to show the student the need to read...in order to use the telephone directory, fill out application forms, use maps, and read brochures."

All researchers indicate some surprise that not enough information is readily available to those involved in ABE programs; all agree that it is needed. As Ross stated in his study:

> "It is recommended that a similar directory of services be prepared for each county in each state in the United States. The writer strongly urges that the cost of services be published for adults in each county were Adult Basic Education is taught."

Presson stated that one needs to go beyond the scope of purely governmental agencies in investigating community service resources. She prepared a comprehensive survey of all agencies both public and private in her community—(Poplar Bluff, Butler County, Missouri). Following the preparation and dissemination of the pamphlet to ABE staff and clients, she investigated the actual use of the agencies by clients. Those most used were:

Missouri State Employment Security	72%
Butler County Commodity Office	57%
Butler County Welfare Office	47%
Missouri Assn. for Social Welfare	47%
Social Security Administration	43%
South Central Missouri Economic Opportinity Corp.	39%

Some of those showing lesser percentages of use indicate the very wide range of services needed and used: the Association for Retarded Children, Butler County Dental Society, Dogwood Enterprises Sheltered Workshop, Missouri Division of Commerce and Industry Development, Vocational Rehabilitation, Police Department, Forest Service (USDA), and many others.

Almost equally interesting are the services not used by ABE clients, but which may be used as they become better known to ABE clients—agencies such as the Cerebral Palsy Association, the Missouri Educational Talent Search, the Work

Study Program for the Mentally Retarded, the Poplar Bluff Public Library, and the Proxy Driver Private Delivery of Commodities, among many others.

Not only is Presson's list comprehensive, it is also suggestive of some of the kinds of services which agencies, both public and private, might wish to perform. The Missouri Educational Talent Search, for example, gives assistance in selecting, enrolling, and financing college or trade school education. This would appear to be of great use to many ABE clients, especially young high school dropouts who are in ABE classes to prepare themselves for entry into vocational-technical training. The Proxy Driver service is another example--for a small fee, the service picks up and delivers surplus commodities to those recipients (especially rural) who have no transportation.

Presson, like other researchers in this area of study, is also aware that a list is not enough. During the investigations it was discovered that a course in Consumer Economics was urgently needed in the ABE Program in which she works, and goes on to recommend not only that there should be such courses for students as the needs arise, but also that there be "in-service training for all Adult Education personnel concerning the referral agencies and services available to adult students."

The previous papers reported extensive surveys of existing services. Bettye Johnson reports on an intensive survey of one agency, the Food Stamp Program in Jefferson Davis Parish, Louisiana. Her findings, from a survey of 150 users of food stamps, indicate that the responsibility of ABE staff members cannot end with referring clients to the program. Steps must be taken to insure the effectiveness of their use of the program by incorporating instructional material into the ABE curriculum in the areas of meal planning, nutrition, planned spending and budgeting, and consumer education. She urges the use of Food Stamp Program personnel as resource people for ABE. She also points out that ABE can serve the entire community by arranging for the widest possible dissemination of the above-mentioned curriculum materials through the mass media.

Hargrave, in her study of an unusual ABE Program in Acadia Parish, Louisiana, the Spiral Club, also presents a picture of how ABE and service agencies may complement each other, not only by referrals, but by cooperative programs. She selects particularly the Head Start Program and the Neighborhood Service Center, both Community Action Programs. Neighborhood Service Center outreach workers and Social Service Workers help to recruit Spiral Club members and provide follow-up services for the ABE Program, while at the same time identifying family problems and assisting members to obtain other services. There is a similar close tie between Head Start and the Spiral Club, with the Parent Involvement Department of Head Start serving as an advisory committee to the Spiral Club.

In summary, all the available survey material agrees that adult students generally need more than academic education if the goals of Adult Education are to be met; that supportive services of many funds are available to assist in meeting other needs; and that staff and students both need to be aware of the nature, scope and availability of such services. Ross, Presson, Moorehead and Harris have prepared directories for their own communities and urge that such directories be prepared and made available to ABE students in all communities in the United States.

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INSTRUCTIONAL IMPLICATIONS FOR THE ADULT EDUCATOR

by
Loy Hedgepeth

The process of learning is a highly complex operation, both from its intellectual and psychological-emotional aspects. Learning as specifically related to instruction in the ABE classroom poses no less a problem than general learning outside the classroom. Indeed, the ABE classroom learning processes are probably complicated by the removal of the individual learner from his natural habitat.

Classroom learning would seem to stem from free interrelationships between teacher and student. This, in its traditional mold, imposes certain limitations upon the expanded horizons of both parties involved, since factors outside the classroom are frequently brought to bear upon the individual learner.

It is therefore to be assumed that the principal impetus in an adult class might emanate from within the individual student, with the teacher reacting to this stimulus by supplying pertinent motivational and informational elements.

Traditionally, the instructional impetus usually stems from the teacher. We shall attempt to reverse this procedure in the ABE classroom through the employment of certain methods and techniques centered under the general heading of individualization of instruction.

Individualized instruction is highly dependent upon the proper selection and indoctrination of the teacher. This necessity was described in separate studies by Freeman and Eaker.

A survey of fifteen teachers to determine their awareness of the total concept of ABE by Eaker in rural Missouri emphasizes the importance of special teacher training, especially for ABE. This survey suggests for example, that most of the teachers sampled, felt that they were inadequately informed concerning ABE teaching.

It was recommended by those surveyed that every beginning teacher should have access to a basic training program. In-service workshops were recommended for exchange of ideas among teachers and student teaching was suggested where practical.

Robinson in his paper stated that the student must be totally involved in the process of learning for effective results. Total involvement, according to Robinson, implies that the student must be actively involved in the process of learning. He concludes with the thought that changes do not truly become a part of the person until he has reinforced them through use.

Moore related intellectual "judo" to the teaching of reading. His study involved the opinions of approximately 100 teachers in the Pulaski County area. The prime conclusion of this effort stated, in effect, that the key to teaching adults to read is in choosing materials that are applicable to the learners' daily lives. Again, the force of stimulation stems from the individual's own capacities.

Hargrave depicts an actual program in rural South Louisiana which tends to utilize the individual's entire environment in promoting the learning process. The "Spiral Club", as this program is named, fuses the individual with the family, community, government, business, industry and other interested individuals and organizations. It is theorized from Hargrave's study that the thrust of learning becomes greater in direct proportion to the amount of the individual's activities incorporated into the learning processes and objectives.

Total involvement of the individual in an urban ABE program was described by Whitfield. This study involved black students in Metropolitan New Orleans. These inner-city Blacks were involved in a joint program between the Orleans Parish School Board and Model Cities funding.

The Orleans participants, which numbered more than 4,000, were described as being the "epitome of poverty". Yet, through involvement of the total individual, more than 761 were removed from the welfare roles between 1969 and 1971. Many more have acquired better homes, learned the value of cleanliness and sanitation, registered to vote, and in general, have become more useful citizens through involvement in the Community School Program.

It is obvious at this point that the writers are primarily concerned with the individual--and it is strongly implied that the nucleus of ABE instruction should be centered around the individual student. It is further suggested that the student himself will provide the motivational and intellectual energies for learning if allowed to fuse classroom activities with his already established basic knowledge and interests.

The writers are almost unanimous in suggesting that one of the most practical means of activating each student's inert learning force is through individualized instruction.

Smith conducted a comparative study of individualized versus group instruction. His study, which was centered in New Madrid, Missouri, involved three (3) groups in each of the two instructional categories. The comparative instrument was the (WRAT) Test, in the area of Mathematics. Results indicated that in every case, the groups taught with individualized instruction showed more progress on the final (WRAT) Test than the groups that were taught by the traditional class lecture method.

Wilburn directed studies on individualized needs and interests among students in rural Arkansas. He concludes from this study that the teacher should construct the curriculum to meet the needs and interests of the individual student.

A significant conclusion was drawn by Simmons in Okolona, Arkansas. She concluded from her study that the undereducated adult is much more likely to apply his learning when he finds a similarity between real life and those learning experiences provided within the classroom situation. She added that the learner is more likely to perceive such similarity when (1) the life situation and learning situation are alike, and (2) the student is given practice in applying things learned in ABE classes in his life.

It is logical to assume that the individual student cannot possibly attain his potential without the assistance and guidance of competent teachers.

Watson, in a rural Texas study, contends that the teacher must create a program for each student concerned with his abilities, needs and desires. He must be understanding, sympathetic, and must comprehend the psychology of the learner.

Freeman, writing on a survey of teachers in rural Louisiana, found that certain qualities of ABE teachers were of more significance than others. These qualities listed in preference by those surveyed were dependability, general knowledge, ability to motivate students, ability to communicate, resourcefulness and understanding.

The central theme of almost all papers directly related to instruction seems to be a strong emphasis on the individual learner. "Know your student" is implied throughout most of the papers and is underlined as the prime responsibility of the teacher.

Hargrave's study listed specific procedures for "knowing your student," such as aptitude, diagnostic and grade placement testing, personal interviews, home visitations, classroom interactions, cooperating with agencies affecting the student, and maintaining a current and complete file folder on each student.

The question is no longer "What do I need to give my students?" but rather, "What does my student want?"

The strong implication of all papers is that Adult Education can be a successful endeavor, if the student can be successfully motivated. It is further stressed that this motivation might best come from the student himself, by giving him areas of study which are directly related to his needs, wants, interests and everyday experiences.

A successful ABE teacher, then, is not one who teaches, but rather one who is able to create an atmosphere that enables the student to teach himself.

This learning situation, according to our writers, can best be attained by knowing your student—his goals, ambitions, dreams, inhibitions, dislikes, character, capabilities, background, culture and anything else that can be learned about him.

The teacher is part of the classroom atmosphere that is deliberately created to serve the class master—the student!

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THE ECONOMIC VALUE OF ADULT BASIC EDUCATION

by
Martha Nelsen

The economic value of Adult Basic Education is too often overlooked as to its implications for almost every problem area faced by adult educators. Education is seen as the vehicle which can "break the cycle of poverty" for the undereducated and uneducated adult; but this important attraction of the program is not being used to its fullest potential.

The economic value of Adult Basic Education may be considered in two ways: (1) more actual income as a result of education and (2) better management of existing budget through education. Probably, more concrete research may be developed on the former because of its objective nature.

A selected study of ABE students in East Feliciana Parish to determine changes in life patterns as a result of participating in ABE programs by Hargis included questions regarding salary increases and improved standards of living. Fifty per cent (50%) of students surveyed responded that they had received a salary increase after attending ABE classes. An additional twenty-two per cent (22%) stated that they had improved standards of living. Average salary increase per year for this rural area was from $300 to $500.

Results of a comprehensive study by Marler demonstrated a salary increase of 79 per cent (79%) of ABE students responding to the survey. Ages of this group ranged from sixteen (16) to sixty-five (65) with a median age of thirty-one (31), which reflects the large number of young adults involved in the program. These young adults, with many working years ahead of them, had families which were larger than the national norm. Thus, the economic values benefited large numbers of children in the families. Eight per cent (8%) of those surveyed received new jobs as a result of ABE, even though the element of time in the study was a short duration.

Research by Ducote is concerned with correlation between increase in educational level and personal income increases. This comprehensive study of one hundred (100) Blacks in an agricultural parish produced data substantiating the economic value of ABE. Eighty-eight per cent (88 %) entered the program with less than a fifth grade education. At the conclusion of the survey, twenty per cent (20%) attained the 7-8 level and seventy-eight per cent (78%) were at the 5-6 level. Prior to enrolling in ABE, the average income was $2,950.00; after completion of the study, the average income was $3,120.00, showing an average increase of $170.00 per year.

Dunnington displays a thread of certitude throughout her survey in that they are positive in their responses to the effects of G.E.D. classes on standards of living. This researcher notes that economic increases were not directly proportional to the number of years elapsed since the completion of the program. It is also noted that this project was designed to study a poverty area in which very few factories or industries are located. The greatest salary increases were noted by males.

In a limited survey by Swan, in rural Crittenden County, Arkansas, results indicated that seventy per cent (70%) of those adults surveyed felt that they needed more education. In the 20-40 age bracket, all responses expressed "a definite need and desire to raise their educational level in order that they might be more able to meet the economic...needs of this community."

In reference to economic values derived from ABE programs which reflect better use of income, Cook in her paper states: "As a result of this (ABE students) participation in the ABE Program, they were better adjusted to personal, social and economic needs and obligations," and "Some of the adults had become more efficient economically." Marler indicated an "increased awareness" in consumer education. His study stated: "Many of the women were able to see how they could provide a better home environment for their children with more expenditures of their efforts, rather than actual output of money."

Dunnington reveals "a positive influence on friends and relatives," thus perpetuating the economic values of ABE.

In results of comprehensive research done by Johnson, it was concluded that the ABE Program in the parish can be of great help to the Food Stamp Program. By informing those who receive food stamps how they may be used most advantageously, limited budgets may be expanded. This researcher sees an imperative need to develop techniques for teaching students to shop wisely.

A study by Allen developed a program which is felt to be urgently needed in Jackson Parish, Louisiana. Indeed, she stresses, it is an "imperative need for every adult in America...to survive the sundry economic crisis during the decade of the seventies." Consumer education is viewed as a means of expanding limited incomes for families of low economic status.

Presson states that "a course in Consumer Education was added to the curriculum...to meet pressing needs of low-income adults." This curriculum change resulted from her research project. Middleton revealed that seventy per cent (70%) needed improved educational qualifications for job advancement.

THE PSYCO-SOCIAL ASPECTS OF THE ADULT LEARNER

by

William Keaton

In a technological world which places a high premium on education, the undereducated adult is handicapped when seeking employment, participating in community affairs and accepting the responsibilities of adulthood. For these individual adults, education is not an amenity or luxury, but a necessity.

The adults who have been studied as a result of the Phase II of the Nicholls State University Institute in research projects reveal that the adults in the eight states are products of myriad characteristics and experiences. Because of this fact, the adult is unique as he enters the learning situation with his many reasons. Because of the lack of education, they are handicapped as they attempt to compete in an environment which places emphasis on performance. Miss May Wegert's research revealed that many persons left the East Arkansas farms because technology forced them out from a setting that required little skill to a society which demanded new skills of which they did not have.

The Adult Education student is involved in improving himself for varied reasons. He may wish to "help his children with their homework," "be able to converse with others on current topics," or "get a better job." He may be attending Adult Education classes for socialization purposes and to get away from family problems. Regardless of his reasons for attending, the adult brings attitudes, inadequacy, fears, and a wide experience in various backgrounds. Prior education has helped to develop his attitude, skills, knowledge, self confidence and anxieties which influence to a great degree, the way he feels as he submits himself to learning situtations.

Wegert stated that some of the psychological factors often possessed by adults include fear of failure, which seems to be most threatening of all the psychological and social characteristics the adult must face; the attitude that they are too old to learn, which has been proven to be incorrect according to recent research which supports that mental deterioration does not occur as a result of age; "time" is an important factor to the adult who thinks he sees "the end" of life approaching; "insecurity" is displayed by some adults who are educationally disadvantaged and may be "shy or timid" and sometimes "hostile"; and many also feel that everyone is out to get them, are uncomfortable around other people, and lack confidence in themselves.

Ruth Davis' study of a limited number of adults in the Marvell, Arkansas area revealed that the adult learner has many of the characteristics that young learners have. Adult learners achieve higher when they are able to relate the material to everyday life. Many learners have a desire to learn because of various personal reasons. Learners must be free to create and select their own response to problem situations. The learners also need cooperative sharing of experiences with each other. This interaction is essential for desirable learning.

Because of the great percentage of ABE dropouts, a great concern has been directed to find out some of the real psycho-social causes. The research study by Joyce A. Jackson revealed that adults' lack of interest in school could be due to unpleasant, past experiences of failure or dislike for the teacher who failed to understand why he or she behaved as they did. Inadequate transportation and need for a babysitter were other reasons given in her finding. The writer recommended that the teacher should have a thorough knowledge of the background and know some of his desired short and long term goals.

The goals, needs, interests, and abilities of adult learners should be carefully studied in their contemporary life setting to design the curriculum whereby it will be relevant to him. Hargrave's study on adapting Adult Education to needs pointed out that the learner's home living, occupational, civic responsibilities, health and self-actualization should be viewed to make learning meaningful.

Many ethnic groups are not reached in some learning situations, because the teachers, administrators, counselors, and paraprofessionals are not aware of how these people feel about themselves in relation to others in the group. Those who have negative feelings need to be considered from a psychological, physiological and sociological viewpoint. The cultural aspect could present worries that prevent him from learning in a setting that is unaware of his background or the way he feels about other groups. Many times it is the outgrowth of the environmental experiences to which these individuals have been exposed. The age factor becomes a threat to many unskilled adults and a feeling of being unwanted when they are too old to work. Proper motivation may help to remove this kind of thinking. The philosophy that adult learning is a lifelong process and an adult never gets too old to learn will help many adults to take advantage of Adult Education.

Moss's research on motivation revealed two major causes: (1) lack of motivation, and (2) not having a babysitter to keep the other children. But he related that the real reasons are not expressed by adults at all times, so it is expedient that adult educators be aware of this in seeking reasons for lack of motivation.

Researchers found that adults have varied problems that are unique to their social and economic groupings, and if understood in their proper perspective, can enhance learning. These physiological and sociological factors should be understood early so that adult students can be helped with their learning tasks. Age and fatigue slow down refleyes and often give sanction to the old idea that adults cannot learn when they are old. They **can** learn, become acting members of society, and contribute to their self-images and others of their family and peer group.

The adult educator must be aware of the culture and feeling of all ethnic groups that he expects to work with in a local adult setting.

THE PROBLEMS OF DROPOUTS IN ABE

by
Juanita Shaver

That portion of the research in Phase II of the Nicholls State University ABE Teacher-Training Institute concerned with dropouts has implications for Adult Education programs throughout the entire country. Practical "grass root" research has been initiated and demonstrated in specific problem areas by ABE personnel in the states of Arkansas, Texas, Louisiana, Mississippi, Oklahoma, Kansas and Missouri. As a result of this "grass root" approach, means may be provided for solving many problems related to causes of dropouts, and an acquisition of new and reliable information about the causes of dropouts may also be obtained.

Caldwell states in **The High School Dropouts and Causes in Gould, Arkansas** that the school dropout problem is not a new problem on the educational scene. She stated that the dropout problem has suddenly become an increased problem because of the range and number of jobs requiring little formal education has drastically diminished. "The United States, no matter how productive and affluent...cannot afford to have almost one million youth dropouts each year to become unwanted and unemployed."

The term dropout has several meanings in reference to the ABE student. Smith writes in her paper, **Dropout Causes**, "A dropout has been defined as a person who has refused to finish the twelfth grade. However, the term 'dropout' like the term 'underachiever' must be viewed in the context of the times in which we live. If by the term 'dropout' we mean a person who does not finish high school, then one hundred years ago practically everybody was a dropout."

Jackson writes in **A Limited Survey of ABE Participants in the Adult Education Program of Jefferson Parish to Determine the Causes of Dropouts**, "To say all adults who fail to come back week after week are dropouts...merely means that some of their needs are not being met..."

Campbell, in his paper **A Limited Survey of ABE Dropouts in Abbeville, Louisiana** states "It is evident that poor student-teacher relationships are a direct cause of dropouts (preferably called 'pushouts') in our Adult Education programs."

Malveaux writes in **Dropout Causes of ABE Students in Chataignier, Louisiana**, that when the term 'dropout' is mentioned many people immediately thing there is no hope for these people. But when we evaluate the many causes which lead to adults dropping out of ABE programs, we find that many adult dropouts can be encouraged to re-enroll in the ABE Program. To the researcher, an ABE dropout is a student who leaves ABE class for any reason except death before completion of an ABE Program.

Caldwell describes dropouts by the following statements: "They are so sore that any place one touches them hurts; and when they are hurt, they hurt back. They are extremely parochial, limited in their experiences of the world to a few blocks of desolated slums and therefore, both gullible and suspicious about anything beyond it. They are sometimes homeless; they never have a quiet place to study and think. They are inconveniently skilled at bringing it to the attention to others. They live in some instances, like animals."

One can surmise from the brief definitions given for 'dropouts,' that the term has many connotations; and an adult who discontinues class for any given reason, may be classified and considered a 'dropouts' from a program regardless of the circumstances.

Nevertheless, these definitions are listed because of the information that may be provided to the reader of this report as to the applicability of the term to an ABE student in any given region. This may illustrate that the word may be somewhat "open entry" and/or "open-ended" in terms of a definition.

Of the eleven (11) research papers reviewed, the instruments used for collecting data were personal interviews; questionnaires; personal conferences with teachers, counselors, and administrators; telephone calls and survey sheets. However, the most frequently used instrument was the questionnaire. Numerous questionnaires were sent to former ABE dropouts inquiring of the reasons or cause for their leaving the program after a brief period of enrollment.

As a result of the research, using the approach of personal interviews with former ABE dropouts, personal conferences with educators, survey sheets and questionnaires sent out to former participants, the following information was obtained as to why the ABE students selected for this study discontinued ABE classes.

Of the total number of reasons given for dropouts, 22.6 per cent (22.6%) of the ABE students reported that health-related problems were the cause. The greatest number, 47.3 per cent (47.3%) reported problems related to the classroom: such as irrelevancy of subject matter, teacher's attitudes, subject matter above level of understanding, and lack of counseling.

Domestic problems constituted 14.2 per cent (14.2%) of the reasons for students dropping out of the ABE Program, with transportation and babysitting problems being most frequently listed.

Personal problems were the cause of 15.9 per cent (15.9%) of the students dropping out of the program. Many held a feeling of inadequacy, lacked motivation, and frequently a conflict due to employment was cited as a problem.

Smith indicates that the local Adult Education Supervisor or Administrator must involved teachers in the selection of instructional materials in order that teachers may further develop individual programs to meet the needs of the adult in a particular classroom situation to increase holding power of ABE programs.

Campbell lists these recommendations as a means of preventing dropouts from the ABE Programs:

1. Full time coordinators and supervisors.
2. Adult Learning Center in Vermilion Parish.
3. More local in-service training for teachers of adults.
4. Orientation period for adults who come to ABE classes.
5. Libraries especially designed for adults.
6. Use of teachers in selection of materials for Adult Education Programs.

Moss stated that there were many reasons; however, the most outstanding one is the fact that many ABE dropouts just did not want to attend school and did not like public school. There is an indication that the 'system' did not meet the needs of the students.

The implication for adult programs by the above statement is that perhaps ABE programs must emphasize designs with more relevancy: What has the student come for? What are his sought needs? What can I do as an educator to help fulfill these needs?

Morris in his program **Dropouts and Causes in the Blytheville ABE Program in Arkansas**, offers these recommendations which may alleviate some of the dropout problems.

1. Employ understanding teachers who can be flexible and versatile in their teaching skills.
2. Employ teachers who will familiarize themselves with the total ABE Program so that they can anticipate the needs of students, and help the student to adjust and profit from the experience.
3. Keep in close contact with the Health and Social Offices and varied agencies who might be of service in assisting needy students. For example:
   a. people who need glasses.
   b. people who need large print books and materials.
   c. people with serious dental problems (where health is affected by the problem, thus causing loss of time from classes).
4. Make use of counseling services.
   a. contact previous dropouts.
   b. find reasons for dropping out of school.
   c. explain program (many of these suggestions may be followed by the Adult Education teacher also.)
   d. home visitation.
   e. provide testing services when needed—**only** if the student is **willing** to take the test.
   f. convince students of confidentiality of information obtained concerning person's background, needs, level of grade completion, etc.
   g. supply alternatives which students may take in pursuing their course of study, without making everything so adamantly "cut and dry."
   h. provide warmth, genuineness, and empathy to all students, and have the sensitivity to internalize what they are saying, and be willing to use many means to satisfy needs.

In addition to the above recommendations by researchers as to what may be the answer to the problem of dropouts and retention, many students return to ABE classes and stay on to graduate because of personal touch. Receiving a personal letter encouraging a student to return and continue his education often proves fruitful.

Recommendations are given by the researchers which may lend themselves to problem-solving in the classroom, but how to apply and practice these methods and techniques can only be made by master teachers in teacher-training laboratory situations.

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TITLE: EXPANDING THE ROLE OF THE MEDIA SPECIALIST THROUGH LIBRARY INSTRUCTION IN CONSUMER EDUCATION FOR RURAL ADULTS BY CREATIVE UTILIZATION OF PRINTED AND NON-PRINTED MATERIALS.

AUTHOR: Allen, Elise

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:
(1) To help the consumer understand his role in the economic world.
(2) To help him become sensitive to the relationship between money management and family living.
(3) To develop experience in manageing money effectively.

SOURCE OF DATA: Data was obtained from a variety of written sources as listed in the index.

SUMMARY: A unique method of sending the adult learner to the library to help him become acquainted with a public facility and how it operates, is presented. The writer develops a program using printed and non-printed materials to help the ABE student achieve the pre-mentioned goals or objectives. Author's conclusion was that through the use of multi-media and library programs, much can be done to develop the economic potential of a low income group.

COMMENTS: This method has application for the writer, but may be difficult for others without a similar background to use as designed. ABE teachers would be advised to try this approach on a group of ABE students to see if it is valid.

TITLE: STUDY OF METHODS OF RECRUITING ADULT BASIC EDUCATION STUDENTS IN EL DORADO, ARKANSAS.

AUTHOR: Ballard, Evelyn

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:
(1) To study current practices of recruiting in order to determine strengths and weaknesses.
(2) To develop new ideas and practices and record their effectiveness in the recruiting program.
(3) To study the effects of new recruiting ideas and practices in the overall conduct of the El Dorado, Arkansas Adult Basic Education Program.

SOURCE OF DATA: Surveys were mailed to all participants in the ABE Institute held at Nicholls State University, June 1971. Former teachers of ABE classes in El Dorado were interviewed for information concerning practices of recruiting used by them. Director in charge of ABE Programs in El Dorado, Arkansas, was contacted in order to secure methods which were considered to be appropriate.

ANALYSIS OF DATA: Eighty-three (83) participants were mailed questionnaires and a total of thrity-one (31) replies were received, twenty-one (21) females and eleven (11) males. The total number of students involved was 3,858. The highest number of students in one district (2000) was from Jefferson Parish, Louisiana. The lowest number of students in one district (12) was in Knobel, Arkansas, District #11.

SUMMARY: There is no one method that is best used in recruiting students. The five favorable methods are: (1) door-to)door (2) word of mouth (3) home visits (4) other students and (5) nuewpaper. The five second most favorabale are: (1) telephone (2) newspaper (3) door-to-door (4) churches and (5) other students. It is generally concluded that all concerned people, administrators, teachers, churches, civic organizations, as well as students, must see a need for educating the adult in order to best serve posterity.

COMMENTS: That a closer relationship of concerned teachers of Adult Basic Education Programs in El Dorado, Arkansas, be established, administrators and teachers must be more alert to all possible methods of recruiting. It is recommended that a full-time paraprofessional be used in recruiting persons for the program so that all possibilities of securing students into the ABE Program can be met.

TITLE CAUSES OF THE HIGH SCHOOL DROPOUT WITH IMPLICATIONS FOR THE ABE PROGRAM IN GOULD, ARKANSAS

AUTHRO: Caldwell, Mary Jean

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Program, Thibodaux, Louisiana

DATE: 1972

OBJECTIVES OF STUDY:

(1) To identify the problems of the high school dropouts and those psychological factors which compound the problems for the Negro child.

(2) To make the ABE teacher aware so that he/she may be able to overcome the problems with the adult student returning to school after previously being rejected by the regular school program.

SOURCE OF DATA: Included a survey of related literature and a limited survey of students was included with their stated reasons for dropping out.

SUMMARY: Research was done of dropout problems in the United States, developed within the framework of the researcher's personal experiences with dropouts. Conclusions are that more services for teenage dropouts should be available, for too often the school's responsibility ends when the youth drops out. Specialists are needed for help in job orientation, locating jobs and making good work adjustments. Implications for the ABE teacher include a recognition of the inadequacy of the regular school system in meeting the individual needs and attempting to prevent a duplication of his previous school experiences.

TITLE: A LIMITED SURVEY OF ABE STUDENTS IN ABBEVILLE, LOUISIANA TO DETERMINE THE CAUSES OF DROPOUTS

AUTHOR: Campbell, Charles

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana

DATE: 1972

OBJECTIVES OF STUDY:

(1) To get to the real reasons as to the causes of ABE dropouts in the Abbeville area.

(2) To conduct personal interviews with adults in an attempt to get the dropouts to return to class.

SOURCE OF DATA: Personal interviews with ABE dropouts in Abbeville area.

SUMMARY: Due to the author's personal knowledge of most of the ABE dropouts in the Abbeville area and their personal confidence in him, he attempted to find out the truthful or real reasons for dropouts in the ABE classes. Although numerous reasons were cited by dropout students to their teachers or supervisory personnel, the author's contention was that most of these reasons were those the teachers would accept most easily; for example, sickness, no transportation, moved, etc.--and did not express the actual problem.

As a result of personal interviews, the most frequently reported reason by the females was poor student-teacher relationship. The most frequently reported reasons for dropping out by the males were lack of interest and the changing of working hours.

COMMENTS: There should be a full-time Coordinator and Supervisor of Adult Education in Vermilion Parish.
An adult Education Learning Center should be established in Vermilion Parish (closed schools are available.)
More local in-service training for teachers of Adult Education should be provided.
There should be an orientation period of adults.
Methods for better recruitment of adults for ABE classes should be employed.
A library specifically designed for Adult Education should be organized in each school.
A complete survey should be made of the city of Abbeville and of Vermilion Parish to discover the needs of adults and to gear the ABE Program to these needs.
Teachers should be consulted in selecting materials for Adult Education Programs.
Paraprofessionals should be used in Adult Education.

TITLE: THE ROLE OF THE ADULT TEACHER-COUNSELOR IN IMPROVING RETENTION OF ABE STUDENTS

AUTHOR: Cephus, Vivian G.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To identify counseling techniques that aid in retention of ABE students.

SOURCE OF DATA: Vague

SUMMARY: The ability of a student to use knowledge in socially significant ways is as important as the amount of knowledge acquired.

When interpreting and evaluating test results, one should keep in mind that many of our tests are not reliable enough for accurate individual predictions. As a result of the use of tests, other measuring instruments of behavior, and other information about the student's development, the process of education becomes more meaningful.

Each learner is instructed to maintain three constant goals:

TITLE: A STUDY TO DETERMINE DROPOUT CAUSES IN THE ADULT BASIC EDUCATION PROGRAM IN LEE COUNTY, ARKANSAS.

AUTHOR: Coleman, Ersena C.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Program, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: The purpose of this study was to investigate the causes of the ABE dropout and see if something could be done to prevent or control this problem in Lee County.

SOURCE OF DATA: A questionnaire was prepared and a personal interview was held with people who had dropped out of school. Also, personal conferences were held with several counselors, teachers and administrators from Lee County. The purpose of these confeences were basically trying to secure information which would reflect why students drop out of school. Specific questions, such as why did you drop out of school, were asked. Some of the reasons given were broken home, improper clothing to wear, transportation, no use of an education, poor encouragement from home, impoverished and unhappy home of parents who often attach little importance to schooling and are sometimes downright hostile toward the school and of an environment that breeds frustrations.

SUMMARY: Because of insecurity and a limited knowledge of the value of an education many dropouts occur. Strong support from community groups, such as ABE guidance centers, juvenile courts, child care centers, foster homes, youth centers and police are imperative in order to reduce the number of dropouts we have in our communities. There has to be a concerted effort on the part of society to eradicate this problem.

TITLE: A STUDY OF 27 ADULT BASIC EDUCATION STUDENTS IN ST. HELENA PARISH ADULT BASIC EDUCATION PROGRAM TO DETERMINE THE EFFECTIVENESS OF VARIED METHODS ON RETENTION.

AUTHOR: Mrs. Pearl T. Cook.

OBJECTIVES OF STUDY: To determine the effectiveness of varied methods on retention of 27 ABE St. Helena Parish students.

METHODS USED:

1. Past Observation of methods used to retain ABE students.
2. Surveys were taken of 27 ABE students to determine their opinion of effectiveness of various methods.
3. Personal interviews.
4. Discussion with teachers to get a variety of opinions on effectiveness of various methods.

METHODS USED TO ENCOURAGE RETENTION:

1. Enrichment of community life and solutions of its problems.
2. Publication of successful achievement after participation in ABE activities.
3. Periodic testimonials of adults who feel they have benefited from ABE.
4. Fitting ABE objectives, content, and teaching methods to the individual student rather than as the authorities think they should be.
5. Instruction centered around interest and relevancy to each student.
6. Emphasis on improved living conditions in the home and family relationships.
7. Utilization of verbal and visual symbols, filmstrips, motion pictures, exhibits, demonstrations, student participation, etc.

CONCLUSION:

1. Adult Education should acquire some design. The adults need to understand this life in its local and remote relationships, and they need to participate actively in creating conditions whereby democracy has some tangible meaning.

2. To encourage ABE, there must be a concern for special problems in gaining the degree of public or community recognition which will enable the program to operate effectively.

3. A majority of results indicated recognition of how the program allowed for individual differences.

4. Adults had developed a vocational interest through opportunities for self-expression.

5. Some of those interviewed had become more efficient economically.

6. Ten (10) found that as a result of ABE program, they were better adjusted to personal, social, and economic needs and obligations.

As a result of methods used in gathering data, the author found that there is a general consideration given to retain ABE students. The method used is never an end; it is only a means to reach a specific end with a sepcific group in a specific situation. Methods used for retention can be evaluated only in terms of the situation. The methods used are influenced by characteristics of the participating group such as – age, previous educational experiences, levels of intelligence, individual purposes to be achieved. Furthermore, the method is influenced by the specific learning situations such as physical conditions of the rooms, teaching aids, etc.

RECOMMENDATIONS:

1. Recommend that upsets in daily public schools stop interfering with promptness of beginning of program.

2. Recommend that in order to get more participation in ABE Programs, an appreciable time schedule be set up for ABE students.

TITLE: A STUDY TO DETERMINE THE PSYCHOLOGICAL CHARACTERISTICS OF THE ADULT LEARNER IN MARVELL, ARKANSAS.

AUTHOR: Davis, Ruth E.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: The purpose of the study was to find out from adults their attitudes about school, why they come, and the things they were interested in learning. The author felt that it is important to find out how adults feel about coming to school certain nights and to determine whether they would provide information that would help to give light as to the desires of the adults in the total community.

SOURCE OF DATA: A questionnaire was prepared and copies were given to 50 people in our district. Each person was asked to fill out and return the survey to determine how they felt about education in general and Adult Education. In addition to the surveys that were given to the 50 adults, the author interviewed adults who had finished high school to find their feelings about education, especially their attitude about having classes for adults in the community.

SUMMARY: The adult learner has many of the same characteristics that young learners have. The approach to learning is quite similar for both groups. Adult learners achieve higher when they are able to relate the material to everyday life. Many learners have a desire to learn to read for various personal reasons, which may inspire them to make extraordinary progress. Learners must be free to create and select their own responses to problem situations, which are essential for learning. The learners also need cooperative sharing of experiences with each other in order to promote desirable learning.

TITLE: SURVEY OF ADULT BASIC EDUCATION STUDENTS IN WEST BATON ROUGE PARISH TO DETERMINE A CORRELATION BETWEEN INCREASE IN EDUCATIONAL LEVEL AND PERSONAL INCOME.

AUTHOR: Ducote, Harris J.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE programs, Thibodaux, Louisiana.

DATE: 1972.

OBJECTIVES OF STUDY: To determine if there is a correlation between increase in educational level in ADult Basic Education and personal income increases.

SOURCE OF DATA: Observation, survey sheet, interviews and graphs on education, income, and characteristics of males and females in the study were made.

Individuals were selected at random from Adult Basic Education school lists over a period of five years. For a period of six weeks, survey sheets were sent out, people were interviewed and their comments recorded after the interview.

Literature was utilized as a source of guidance to the researcher: **Scientific Education Research;** Angel, **Matching College Men to Jobs;** Berg, **Education and Jobs;** Ribich, **Education and Poverty;** Young, **Scientific Social Surveys and Research;** Erdos, **Professional Mail Survey.**

SUMMARY: The project was to determine whether there was a correlation between increase in educational levels in Adult Education and personal income increase. Statistics in the research paper bear this out.

The average annual income before ABE for females was $2,140. The average income after going through the ABE Program is $2,360. This is an increas in value of each female for a period of one year of $220.

The average income before Adult Basic Education for the male was $3,760. The average male income after going through the Adult Basic Education Program is $3,880. This is an increase in value for each male for a period of one year of $120.

The women show a greater increase because of the relatively higher salaries paid the men. In both groups the fact shows that there is a correlation between increase in educational level in Adult Basic Education and personal income increases.

TITLE: A FOLLOW-UP STUDY OF THE GED GRADUATES OF HENDERSON COUNTY JUNIOR COLLEGE PROGRAM

AUTHOR: Dunnington, Bettye Jean

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: This study was concerned with the impact of Adult Education on the social and economic lives of more than 201 graduates of the Adult Education Program of Henderson County Junior College.

(1) To determine if the Adult Basic Education Program has a positive effect upon the graduates of the program.
(2) To determine the impact of Adult Basic Education with respect to the sex of the graduate.
(3) To determine the impact of an Adult Basic Education Program according to the age of the graduate.
(4) To determine the impact of Adult Basic Education with number of years elapsed since completion of the program.

SOURCE OF DATA: Graphs and tables were used to compare the graduates of each year of the GED program, both male and female, according to the data received from interviews and recorded on questionnaires.

SUMMARY: Out of 201 instruments contacted, there was a total of 64 responses, 14 males (21.9%) and 50 females (78.1%). The ages of the graduates tended to distribute in a slightly bi-modal manner for the females and rather uniformly for the males. However, it was a fairly even mixture across all age groups.

The data concerning the educational aspects of the questionnaire tended to be generally positive in nature for both sexes. There was a large response and positive in nature to awareness of and interest in the school as a social institution. The interest or awareness was displayed on all levels of education. The most encouraging sign was the increased interest of the graduate's children in their own school work.

Positive economical changes showed the least amount of progress of the three areas of consideration. At this point it should be taken under consideration that the area of Henderson County, which this project was designed to study, is a relative poverty area. Very few factories or industries are located in this area that demand a high school education certificate.

Attempting to ascertain the effects of the GED Program upon the social aspects of the graduates' lives is perhaps the most difficult since the questions were so subjective in nature. The responses were indeed different for each person. However, there was a thread of certitude throughout the different questionnaires; they were positive. The vast majority of betterment seems to have its roots planted within the base of the program.

Further research is imperative for two reasons: (1) to obtain a more objective reference for judging the usefulness of such programs (2) to discover the ways to refine current efforts, as well as discover new ways to accomplish the goals of continuing education.

TITLE: A SURVEY OF ADULT BASIC EDUCATION TEACHERS IN RURAL MISSOURI TO DETERMINE THEIR AWARENESS OF THE TOTAL CONCEPT OF ABE.

AUTHOR: Eaker, Gladys

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To determine the awareness of Adult teachers of the total concept of ABE in order to form conclusions and recommendations concerning the teacher awareness area.

SOURCE OF DATA: A select number of Adult Education teachers in rural Missouri were interviewed regarding their total concept of the Adult Education Program.

SUMMARY: The teachers interviewed felt that a total awareness concept of ABE should include: knowledge of the purposes and goals of the ABE Program; identification of some of the characteristics of the adult learner; understanding of the student's social and physical environment; and understanding the assets and liabilities of the adult student as translated into appropriate teaching techniques.

COMMENTS: The participants felt that they were inadequately informed about their ABE work, especially during their first year.

It was recommended that every beginning ABE teacher should have access to a workshop which would thoroughly indoctrinate him/her in the particular aspects of ABE teaching. In-service workshops were recommended for exchange of ideas among teachers. The participants also suggested that "student teaching" for beginners might be a good idea.

TITLE: A SURVEY OF ADULT EDUCATION TEACHERS IN ACADIA PARISH TO DETERMINE IDEAL QUALITIES FOR ABE TEACHERS.

AUTHOR: Freeman, Henrietta

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:

(1) To develop qualities necessary for success in teaching adults.
(2) To create an atmosphere in the Adult Education classroom which will be conducive to learning.

SOURCE OF DATA: A checklist questionnaire was sent to all Adult Education teachers in Acadia Parish. This questionnaire requested numerical ratings of the listed desirable qualities of ABE teachers. Space was provided for writing in qualities not contained on the list. The writer also researched current ABE materials and consulted with ABE principals and supervisors.

SUMMARY: This paper described background information relative to the study. Desirable qualities of a leader were discussed, as well as those qualities of leadership most desirable in ABE. The questionnaire was tabulated and results recorded on a chart.

Dependability was found to be the first choice of ideal qualities. Listed in order of preference were: knowledge, ability to motivate, ability to communicate, resourcefulness, and understanding.

TITLE: A STUDY TO DETERMINE NEW APPROACHES REGARDING THE ADULT DROPOUT IN OUACHITA PARISH.

AUTHOR: Guice, Dillard N.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:

(1) To run a survey questionnaire on adults to determine their reasons for dropping out.
(2) Make a diligent effort to raise the aspirational level of the ABE dropout.
(3) To encourage these individuals through counseling, home visitations, the telephone, and any other media at my disposal to re-enter the program and complete their education up through high school.
(4) Make an honest effort to enrich the curriculum to the extent that the current problem of dropouts will be alleviated.
(5) To encourage those returning to give periodic lectures to students to continue in the program.

SOURCE OF DATA:

(1) questionnaire
(2) telephone-questionnaires
(3) home visit questionnaire
(4) related books

SUMMARY: A study of statistical and human characteristics coupled with reasons for Adult Education, human needs, emotional needs, problems of the adult, the thrust of ABE programs, the relation to instruction, and other problem areas of ABE teachers are interwoven into the paper to give insight into the reason adults in Ouachita Parish become dropouts. Hints as to how these students might be re-entered and retained in the adult program are reflected.

A study of the population one works with will produce some insight into the shortcomings of programs by getting

answers to problems from people in the program, and every ABE teacher should be involved in finding out the reasons offered participants as to why they become adult dropouts.

COMMENTS: This study has some implications for ABE teachers and administrators. The actual findings are limited to the locale of the study, but the principle involved certainly could have carryover effects to other areas.

TITLE: A SELECTED STUDY OF ADULT BASIC EDUCATION STUDENTS IN EAST FELICIANA PARISH TO DETERMINE CHANGES IN LIFE PATTERNS AS A RESULT OF PARTICIPATING IN THE ADULT BASIC EDUCATION PROGRAM.

AUTHOR: Hargis, Quincy L.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To determine changes in life patterns of eighteen students as a result of participating in Adult Basic Education.

SOURCE OF DATA: Questionnaire mailed.

SUMMARY: Results of questionnaires from 18 students are as follows:

1. Salary increase — 9
2. Improved standard of living— 13
3. Basic needs met— 17
4. Number of school years evaluated—

Year	Students
0	3
1	6
2	4
3	3
5	2

5. 1 to 3 articles added— 8
6. 4 to 8 articles added— 5
7. Over 8 articles added— 1
8. Salary increases

$100-300	3
300-500	4
500-700	1
750-1,000	1
Over $1,000	0

COMMENTS: The author states that it would be very worthwhile to have this type of sampling done on a statewide basis to determine if the needs of the students are being met and what suggestions for improvement the students have to offer. He also stated that needs of students are not being met and the so-called hard core is not being reached in his local area.

TITLE: A STUDY TO DEVELOP NEW APPROACHES FOR ADAPTING ADULT EDUCATION TO ADULT NEEDS.

AUTHOR: Hargrave, Barbara

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:

(1) To develop an Adult Education Program designed to meet the needs, desires, interests and abilities of the individual adult.
(2) To construct a guide for use in developing such a program in other systems.

SOURCE OF DATA: This paper involves research into the background of Adult Education as related to the needs of the individual learner. An actual local program designed to meet the current needs of the individual learner was studied and a sketch of this program was constructed.

SUMMARY: The outlined local program depicts a total coordinated effort between ABE and other agencies in discovering and meeting the needs of the individual learner. The concept behind this local program is to coordinate adult academic education with areas of home living, occupational and civic responsibilities, health, self-actualization, and other expressed needs of the individual.

COMMENTS: The concept of meeting individual needs of the adult learner is of paramount importance in a successful Adult Education Program.

It is recommended that more local programs be instituted along the lines of the one described here so as to involve as many agencies as possible in a coordinated effort in individualized instruction.

TITLE: THE USE OF PRACTICAL GOVERNMENT AGENCIES IN A LOCAL ABE PROGRAM.

AUTHOR: Harris, O. H.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: Inasmuch as students have a multitude of problems facing them daily with regard to housing, education, welfare, drugs, health, law, etc., this unit will prepare them to understand how bureaucratic agencies function (or do not function) and enable them to deal more effectively with these bureaucracies in a way that will best serve both their immediate and far-reaching needs.

SOURCE OF DATA: Methods used in gathering data were case studies and research.

SUMMARY: The ability of prospective ABE students to understand how to use government agencies to fulfill their quest for a better livelihood for themselves and families is essential.

This unit will enable them to comprehend the functions of each different government agency that has been set up to help the person who lacks an adequate educational background.

This calls for inductive-deductive modes of thinking through which one seeks to discover, establish and explain the functions of each agency.

In order for these people to call, write or visit ten of these government agencies, classes should be set up to teach proper methods and ways to contact them. Among these will be to show the pupil the need to read at least on a seventh grade level in order to use the telephone directory, fill out application forms, use maps and read brochures.

TITLE: A SELECTED SURVEY OF RURAL BLACKS IN PULASKI COUNTY TO DETERMINE REASONS FOR NON-ATTENDANCE IN LOCAL ABE CLASSES.

AUTHOR: Hayes, Sharon L.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:

(1) To determine why people in this specific area who are eligible for ABE are not attending.
(2) To stimulate rural blacks in this area to attend school.
(3) To demonstrate to prospective students how attending school can raise their standard of living.
(4) To assure students that education does not take place by books alone.
(5) To bring about a community awareness of education.

SOURCE OF DATA: Procedures of the research included development of a survey instrument which was administered by home visitations.

SUMMARY: A summary of results of the survey indicated that many had feelings of hopelessness about ever being able to improve their lot. Some had child care or transportation problems.

Recommendations were for more home visitation for recruiting. Meetings at churches or with community groups were suggested as means to involve people in the ABE Program and its benefits to the students by furthering their education.

TITLE: A STUDY TO DETERMINE TECHNIQUES FOR RECRUITING STUDENTS IN THE MELVILLE, LOUISIANA AREA FOR INTEGRATED ABE CLASSES.

AUTHOR: Hendrix, Velma D.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To discover some promising techniques for recruitment of blacks and whites into the ABE Program.

SOURCE OF DATA:

(1) House-to-house visitations
(2) By telephone
(3) Through students enrolled in ABE classes
(4) Through students in the public school system

(5) Through principals, teachers, and counselors in public and private school systems.
(6) Through the news media
(7) Through community clubs and organizations
(8) Through religious leaders
(9) By using questionnaires
(10) Through personal letters

SUMMARY: Students enrolled in Adult Basic Education classes, house-to-house visitations, and telephone solicitations accounted for the great success in the recruitment of blacks and whites into the ABE Program.

In addtion to the mandatory work for ABE classes, special services which included recommendations for jobs; general referrals; participation in community affairs; and transportation, when needed, were employed.

From 1966-69, there were no students receiving eighth grade certificates. In 1970, six blacks and ten whites received an eighth grade certificate. In 1971, eight blacks and seven whites received and eighth grade certificate--two blacks and twenty whites were recommended to take the G.E.D. Test.

More money should be supplied to implement a program for the purpose of meeting the needs of more people.
Students should be compensated.
Students who attend classes should be provided with transportation.
Child care service should be provided while parents attend classes.
More paraprofessionals should be employed to recruit students.
Industry in rural areas should be encouraged.
Specific skill training should be initiated in the program.

TITLE: A LIMITED SURVEY OF ADULT STUDENTS IN JEFFERSON PARISH TO DETERMINE THE CAUSES OF DROPOUTS.

AUTHOR: Jackson, Joyce A.

SOURCE: Nicholls State University, Ault Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To investigate the causes or reasons why students drop out of the Adult Basic Education Program.

SOURCE OF DATA: The primary research instruments used in the collection of data were questionnaires and interviews. Teachers in the ABE Program were also utilized in the research. Former dropouts from the Adult Education Program were contacted and interviewed. Also, permission was obtained to circulate questionnaires to teachers in the schools to be sent to former dropouts from a particular class, and personal interviews were conducted with supervisors of Adult Education in Jefferson Parish.

SUMMARY: The author states that many reasons or causes that have been obtained through this research may or may not be the real problems that the adult student is having. But from all points of view, each person concerned with the ABE student must have a thorough knowledge of the student and his background. The student must be well motivated to learn. Whether his goal is long termed or short, provide him with learning activities that are relevant to his everyday life situation.
Reason for drop-
1. Lack of interest
2. Working on his own -- student found himself in a lonely business.
3. Need to hold two jobs or unemployment
4. Transportation
5. Baby-sitting problems, etc.

COMMENTS:
1. Teachers should be more aware of potential drops.
2. Have a personal relationship with students.
3. Find out what makes him tick and work from that point.
4. Make use of individual instruction.
5. Know your student.
6. Obtain student's confidence, some feel that the teacher is using the job.
7. Provide a program wherein students can experience achievement.
8. Provide variety and flexibility in the program.

TITLE: A STUDY TO DEVELOP TECHNIQUES IN TEACHING THE PROPER USE OF FOOD STAMPS IN RURAL ABE CLASSES IN JEFFERSON DAVIS PARISH.

AUTHOR: Johnson, Bettye S.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rurl ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:

(1) To make the students aware of the value and limitations of a dollar.
(2) To teach the wise use of food stamps.
(3) To make a comparison between the food stamp as a dollar and the dollar itself.
(4) To teach the student how to budget and to get the basic essentials to maintain a well nourished family.

SOURCE OF DATA:

(1) Five hundred (500) questionnaires were distributed throughout the parish by the Issuing Stamp Agency and the Welfare Department in an effort to obtain complete information concerning the needs of the people and their reactions to the ABE Program. Enrollees in ABE classes, as well as others who, for some reason, were unable to enroll were the recipients of these questionnaires.
(2) Twenty (20) interviews were held in order to get verbal opinions.
(3) Three (3) conferences were held with the Director of Public Welfare, whose overall interest has been very high.
(4) Three (3) Home Economics teachers were contacted for lectures to explain to the students how to budget their food stamps and to prepare nutritional meals.
(5) Two (2) grocery store proprietors were contacted to obtain information on the items which may be purchased with food stamps.
(6) Instructions in developing skills and comprehension that will aid the student in understanding the use of food stamps are provided by ABE teachers.
(7) A review of literature relevant to this particular area was made to show a comparison as to what is happening in Jefferson Davis Parish, as compared with other areas.

SUMMARY: Some techniques in teaching the proper use of food stamps in Jefferson Davis Parish were revealed in this study, and it was limited to rural ABE classes in the parish. The primary purpose of the Food Stamp Program is to encourage low-income families to maintain a better diet.

It was felt that, because the ABE Program provided the student with the prime tools of education – reading, spelling, writing, and mathematical skills, efforts should be made to develop some techniques in teaching the applied uses of the stamp, thereby providing an opportunity for the stamp user to shop wisely and to provide his family with nutritionally balanced meals.

The food stamp recipient buys a stamp for much more than their purchase price. This price is determined by the size of a family and its income. Each month, certification card, which enables him to buy stamps, is mailed to an eligible applicant. These stamps are exchanged at the grocery stores for food items; and the grocers, in turn, redeem these stamps at the banks.

Of the 500 persons who received questionnaires, only 150 of them returned their questionnaires. A percentage analysis was used as the statistical technique in interpreting the information.

In interviewing the two different grocers, they reported that all foods "not imported" can be purchased with food stamps. This limitation on food purchasing does not prevent stamp users from selecting foods which provide a balanced diet for their families.

Information from the twenty (20) interviews of students enrolled in ABE classes in Jennings indicated that some kind of nutrition class was needed.

These interviews also revealed that (1) those persons who cannot read or write, in many cases, will give frank and honest answers more readily than those who can read and write, (2) the Food Stamp Program is not beneficial to a person who cannot realize the value of food stamps, (3) there is a great need for disseminating information regarding the purchasing value of planned spending.

The following recommendations are made in order to help in the upgrading of nutritional-type meals and in teaching the value and necessity of a budget.

(1) Students should be taught a course in consumer education.
(2) All available instructional mass media should be utilized in the instructional program.
(3) Extensive use should be made of resource persons in the community.
(4) Teachers should be cognizant of and utilize all situations whereby resourceful data may be transmitted.
(5) Nutrtional and meal planning classes should be established for the purpose of disseminating information according to the academic and intellectual levels of the students involved.

TITLE: DROPOUT CAUSES IN NORTHEASTERN ARKANSAS

AUTHOR: Johnson, David

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: The purpose of this study was to identify dropouts, and included public school dropouts and potential school dropouts between the ages of 14 and 22.

SOURCE OF DATA: A list of dropouts from all of the high schools in the Northeastern Arkansas area was secured from the counselor of each high school in the area. Out of the 20 schools contacted, a reply was received from 12. Each student (dropout) was written a formal and personal letter encouraging them to return to school and complete the requirements for a diploma, or enroll at the Delta Vocational Technical School for vocational training. A questionnaire was prepared and sent to each high school and to factories in the area. Information was requested from all persons who had not finished high school employed by the company.

SUMMARY: It appears that students who drop out of school are those who appear immature, overly concerned about the draft, unable to make realistic plans, and unable or unwilling to stick with projects or work assignments, and have more personal problems.

The dropout rate is decreasing due to the implementation of several programs throughout the region such as the Manpower Development Programs, Neighborhood Youth Corps Programs, including out of school and summer work programs, and the Title I Elementary and Secondary School Act (ESEA) Program. However, these programs, along with others, must be continued in order to continue this decrease.

TITLE: CURRENT TRENDS IN ABE CURRICULUM DEVELOPMENT

AUTHOR: Johnson, Hammond

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Program, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To inform ABE teachers of current trends in curriculum development.

SOURCE OF DATA: This is a condensation of theories, ideas and methods to be used in curriculm construction. Total procedure—research and compilation.

SUMMARY: This study reviews the teacher's role in curriculum development, presents the theory of functional curriculum as practiced in Iberia Parish, Louisiana and develops a curriculum application designed to meet the needs of the student.

COMMENTS: It is concluded that ideas on curriculum development may be obtained from the material presented. Although the paper depicts a standard public school situation some of the ideas may be transferred to ABE application.

TITLE:A STUDY OF THE EFFECTIVENESS OF THE CONTROLLED READER AND THE L-100 PROGRAM ON READING RATE AND COMPREHENSION IN COMPARISON WITH THE REGULAR DEVELOPMENTAL METHOD OF TEACHING READING.

AUTHOR: Johnson, Heln S.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: This research project was undertaken to determine the effectiveness of the Controlled Reader and the Learning 100 Program on the ABE students of the Northeast Louisiana Learning Center, Monroe, Louisiana, toward helping them attain their desired goals.

SOURCE OF DATA: In order to select students for this study, the California Achievement Test was administered to all students who enrolled in the ABE Monday and Wednesday nights' program. After the test results were compiled, twenty-four (24) students were selected for the study. These students were matched as closely as possible on the basis of the test results, ages of the students, sex, and reading rate and ability. Very rapid readers were not selected since part of the experiment was to determine the amount of speed gained by the participants. After selection was made, the students were given the Gates-McGhimitie Reading Survey Form M1.

Two teachers from the night program participated in the experiment. It is hoped that some of the teacher variables were eliminated by matching them as closely as possible. They were selected according to the number of years each had taught in the Adult Basic Education Program, sex, their interest in the project, dedication, personality, competency, and amount of education and training that they had received.

The experiment began September 13, 1971 and terminated November 29, 1971. There were two reading sessions per week of sixty to ninety minutes duration. The control group used the regular developmental reading program using the Steck-Vaughn worktexts and the **Reading for Understanding Series**. The experimental group used the Controlled Reader and the Learning 100 Program. They met in the especially designed reading laboratory at the Center. The laboratory is equipped with special reading materials and machines. There are twelve study carrels where students may wor' individually with the EDL Juniors so that they may receive help with their own special problems.

SUMMARY: After about twelve weeks of instruction, the students were tested with the Gate-McGhinitie Reading Survey Form M2. The individual progress records indicate that all students made a substantial increase in reading speed and accuracy, vocabulary improvement, and reading comprehension. The experimental group made an average grade increase of 3.5 in speed and accuracy, 1.2 in vocabulary building, and 1.9 in comprehension. The control group's average increase in speed and accuracy was 2.4, vocabulary 2.3, and 1.8 in comprehension. Definite progress could be measured, and outstanding progress was made by several students in each group.

At this point in the research, there seems to be no significant difference in comprehension of the two groups even though the experimental group increased overall reading speeds.

COMMENTS: This study was of short duration but the trend toward more and faster progress is beginning to swing toward the L-100 Program. Had the duration of this study been longer and larger numbers of people involved, then I think some valid conclusion might have been drawn regarding one program having merit over another.

TITLE: A LIMITED SURVEY OF BLACK ADULTS OF POPLAR BLUFF, MISSOURI TO IDENTIFY THE ELIGIBLE BLACK STUDENTS AND DETERMINE REASONS FOR NON-ATTENDANCE IN THE ADULT PROGRAM.

AUTHOR: Keeter, T. Charles

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To determine the number of eligible black Adult Basic Education students not presently enrolled in the local program and their stated reasons for not having taken advantage of the opportunity.

SOURCE OF DATA: Confidential inquiry forms were completed on 98 black adults in the course of door-to-door personal interviews.

SUMMARY: Results of the confidential inquiry as reported by the author, indicated the following:

1. List grade attended in school
   Below 9th grade– 58
   Above 9th grade– 40

2. Previous attendance in ABE class– 15

3. Awareness of ABE Program– 40

4. Interest in attending– 30

5. Reasons for no interest
   a. babysitting problems– 5
   b. physical handicap– 25
   c. lack of transportation– 33
   d. interferes with job– 27
   e. program not suitable– 15
   f. other 2

A need was felt by the teacher involved to obtain information about this group in order to provide needed services and encouragement to increase enrollment.

The results of the survey indicated that about 59% of the black adult population have an eighth grade education or less. Lack of transportation was given more often as the reason for not attending adult classes. Interferences with job and physical handicap were given about the same number of times. A number of eligible people did enroll in ABE and several more indicate they will enter as a result by the visit by the interviewer.

COMMENTS: The Adult Basic Education administrative personnel should:

1. Resolve the transportation problem or arrange for classes to be held nearer to their homes.
2. Employ the services of qualified personnel to work in the areas of counseling and recruiting. Above mentioned personnel should concern themselves primarily with the motivation and the facilitation of learning with emphasis on immediate registration and regular attendance.
3. Streamline the ABE curriculum to include topics of interest to the adult, to teach more than the bare essentials for a diploma.

TITLE: THE DEVELOPMENT OF A COLLEGE GRADUATE COURSE FOR ADULT EDUCATION TEACHERS IN GUIDANCE AND COUNSELING TECHNIQUES.

AUTHOR: Knotts, Jim L.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To develop an outline for a graduate level course in Guidance Services and Techniques for Adult Education teachers.

SOURCE OF DATA: Survey of related literature and firsthand knowledge of the author concerning adult students and teachers, educational background of Adult Education teachers.

SUMMARY: Includes behavioral objectives, pre-assessment, and post-assessment for students taking the course. The course outline includes time schedule and an outline for all guidance techniques and principles to be presented during the course.

TITLE: RETENTION OF BLACK ADULT EDUCATION STUDENTS IN JEFFERSON PARISH

AUTHOR: Lassere, Roland

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:
(1) To help reduce the number of students who drop out of ABE in Jefferson Parish.
(2) To improve teaching techniques.

SOURCE OF DATA: A normative survey was utilized. Questionnaires were distributed to 250 students enrolled in classes. Interviews were used to determine how the program is meeting the needs of its students enrolled in classes and of those who drop out of the program.

The results of the questionnaire and interviews were compiled and studied. A review of the Jefferson Parish Program was given.

After consideration of all available information, the author makes suggestions for improvement of the program in hopes that these recommendations will reduce the number of dropouts and improve the Adult Education Program for Jefferson Parish.

SUMMARY: The Adult Education Program of Jefferson Parish is helping to fill the needs of the undereducated black adult. Some of their needs are being met.

The program on the whole is sound. However, it is limited because of finance. Teacher training seems to be a serious handicap. Many new teachers in the Adult Program find it difficult to adjust to teaching adults. The author also feels that improvement in facilitites is needed. High school facilitites would be more desirable; however, because of the platooned system in the parish, this is impossible. In many cases, the neighborhood school is the only school that many students can attend because of transportation.

As a result of this study, the author points out that (1) more study is needed in the area of retention of students (2) there is a need for training teachers of Adult Education on the college level (3) more money is needed to finance Adult Programs (4) in-service teacher training is needed (5) more counseling is needed at the lower level (6) what works in one area will not necessarily work in another area.

TITLE: A SURVEY TO DETERMINE THE OPINION OF THE RURAL ADULTS CONCERNING EDUCATION IN SAINT FRANCIS COUNTY, ARKANSAS.

AUTHOR: Mabry, Patricia

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: The purpose of this research was to investigate some opinions of the rural adults concerning education in Saint Francis County, to determine reasons for dropping out of school, and why they are not enrolled in present classes.

SOURCE OF DATA: This study was made by giving 220 adults who are attending the program a questionnaire. There were 167 returned. The questionnaires were given out with a letter explaining the purpose and the importance and asked that they be returned to the various centers. Person-to-person interviews were made with agencies and clients in this particular locale.

SUMMARY: Many of the adults attending adult classes want to be able to help their children, and want their children to find a place in the world beyond the local community. They want them to have a better education than they did themselves in that they were not able to get an education during the days when they were growing up due to varied reasons over which the adult had no control. After reviewing the findings of the study, the following conclusions were drawn:

1. Generally the teachers are interested in the welfare of the adults.
2. The teachers are doing a good job.
3. There is a great need for improving the school-community relationship.
4. Other persons besides Mother and Father completed the questionnaire.
5. To get more adults to attend the adult classes.

The adult Basic Education Program is making full use of the principles and media given in this research which can give great satisfaction to those who associate themselves with the Adult Basic Education Program that is trying to provide the best possible educational program for the community.

TITLE: A LIMITED SURVEY OF ABE PARTICIPANTS IN BUTLER COUNTY, MISSOURI, TO DETERMINE THE AVERAGE INCOME INCREASE AND PERSONAL IMPROVEMENT RESULTING FROM ABE.

AUTHOR: Marler, Leon C.

SOURCE: Nicholls State University, Adult Basic Educatiton Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To identify improvements made by ABE students after attending Adult Basic Education classes to determine the truth or falsity of the statement "ABE helps raise the standards of living and personal improvements." (Statement of Author)

SOURCE OF DATA: Questionnaires were mailed to 217 participants of the program. Of the 217, sixty-two (62) persons were contacted personally for information after forms were received from 179.

In order to have enough information to arrive at a realistic picture of income and standard increase and improvements resulting from ABE students' participation, over 80 per cent (80%) of the questionnaires were received before the results of the questionnaires were compiled and the analysis begun.

SUMMARY: In compiling the results of this project, the researcher's interest increased as the project involved him with observation of children of ABE participants. The author found that the children have an opportunity for a much better future as a result of the improvement of their parents' awareness of how to better provide for their needs.

An important element of the ABE Program this study shows is that it is basic in providing concepts that are necessary and vital in preparing the participants in the area of self improvement. Discussions in class provide not only for learning educational materials, but also for the opportunity to express thoughts and feelings.

The fact that participants can interrelate and share experiences, also aids in building momentum, and it is evident through this study that those involved are eager for an opportunity for jobs and advancement, and show measures of economic growth and personal growth as a result of ABE. The study shows that adults in ABE utilize their training to secure a high school diploma they missed in public school.

Also, ways in which living standards improved as a result of ABE, this project shows, are varied and individual. Comments indicate the data in the questionnaire reflects how life has improved for the participants. Such comments as "Now I can at least feed my family on my income" indicates to the author of this paper that the Adult Basic Education is a necessary and vital area for human, economic and personal improvement. Many women were able to see how they were able to provide a better home environment for their children through more expenditures of their efforts, rather than actual output of money.

The author points out that as a result of the study, he feels confident in speaking for the truth in the statement, "ABE helps raise the standards of living and personal improvements."

TITLE: A SELECTED SURVEY OF ABE GED STUDENTS IN THE HENSLEY-WOODSON, ARKANSAS AREA TO DETERMINE REASONS IN DROPPING OUT OF THE REGULAR SCHOOL PROGRAM AND THE EFFECT OF THE ABE PROGRAM.

AUTHOR: McDaniel, Alice A.

SOURCE: Nicholls State University, Adult Basic Education Insitute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To analyze the problems that the rural Negro child faced in getting an education in this specific geographical area and to gather data for ABE GED students to determine how the Adult Education program has affected their lives. This research aims at helping the ABE teacher do a more effective job by becoming thoroughly aware of conditions that contributed to and presently exist in the situation that could affect the program both favorably and unfavorably.

SOURCE OF DATA: Research was done on educational and occupational problems in the geographical area and concerning traditional education for rural Negros. A questionnaire was developed for use with the adult students and these results were compiled.

SUMMARY: Results of the ABE GED questionnaire seemed to indicate much feeling of guilt or hopelessness about the lack of education. Many feel that their problems are the fault of the rural society and that educational advancement of the individuals won't change community situations.

TITLE: A SURVEY TO DETERMINE THE OPINIONS OF RURAL BLACK ADULTS CONCERNING EDUCATION IN THE FORT BEND, TEXAS INDEPENDENT SCHOOL DISTRICT.

AUTHOR: Middleton, Robert

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:

1. To determine if black adults between the ages of 25-40 are interested in educational improvements in the area.
2. To find what improvements the rural black would like to have.
3. To determine how he feels about past ABE programs in this area.

SOURCE OF DATA:

1. Subjects: rural black adults ages 25-40 in the Arcola, Texas area.
2. Personal interviews of 85 voluntary participants.
3. Survey questionnaire completed by 30 participants, and results tabulated and analyzed by investigator. There were 15 questions pertaining to Objective 1, eight for Objective 2, and 6 for Objective 3. There was also a place for comments.

SUMMARY: Two thirds of the subjects had not completed high school; most of these dropped out between the sixth and tenth grades. Reasons given were: poor grades, need to get a job, lack of interest and pregnancy. A large majority (75%) both of dropouts and those who completed high school wished to get further education, but the same percentage had never attended any adult classes. More than half did not know about the ABE Program, though over 80% would have liked to know. Most of those interviewed had children in school; most also felt that educational improvement would result in community improvement; and that government money spent on educational improvement is worthwhile.

Most of the subjects had not asked for instruction to meet their own needs, although 70% needed improved educational qualifications for job advancement; all be one of those who had dropped out were interested in the GED Program. Half were particularly interested in Vocational Education. Most of those questioned did not know about the ABE Program (before the survey, that is) but, they liked what they had heard and had no suggesions for change.

COMMENTS:

1. Adults are most interested in Vocational Educational.
2. Adults need to be involved in setting educational aims and goals of Adult Education Programs.
3. Teachers need to be professionally prepared to teach, and should be involved in a continuous professional training program.

TITLE: TECHNIQUES FOR TEACHING THE ADULT BASIC EDUCATION STUDENT TO READ.

AUTHOR: Moore, Francile

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: The purpose of this study was (1) to review various methods and materials used in teaching adults to read effectively. (2) to draw up a list of recommendations for adults who are reading at a specific level (3) to make recommendations for implementing these findings in the Lonoke Adult Basic Education Program.

SOURCE OF DATA: A questionnaire was prepared and copies were delivered to a cross-section of teachers in the Little Rock Public Schools, the North Little Rock Public Schools, the Pulaski County Special School District, and the Lonoke Public School System. 150 questionnaires were delivered and 97 were returned. The 97 returns represented 64.7 per cent (64.7%). In addition to the questionnaire, ten (10) teachers who specialized in teaching reading were interviewed.

SUMMARY:

1. The eclectic approach is best -- a judicious mixture of methods, materials, and techniques served in individual doses by a flexible, sensitive teacher who knows the advantages of each.

2. While the eclectic approach seems to be the best approach, research revealed that any teacher who is good can teach any adult student, who wants to learn, how to read regardless of what method is used.
3. The key to teaching adults to read is choosing material that is applicable to their daily lives.
4. The reading materials used in Adult Basic Education Programs should deal with renting apartments, buying homes, comparison buying, applying for jobs, and any other material which can help the ABE student become a functioning citizen.

TITLE: A STUDY OF THE AGENCIES THAT WORK WITH RURAL ADULTS IN SAINT FRANCIS COUNTY, ARKANSAS.

AUTHOR: Moorehead, Tempie W. (Mrs.)

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:
1. To complete a list of the agencies and their effectiveness in working with the rural adults.
2. To determine their effectiveness in working with the rural adults.
3. To use collected data to help the ABE students.

SOURCE OF DATA: The study was conducted in a period of sixteen weeks, from August 1 to November 12, 1971. The locale of the research was all County, State, and Federal Agencies in Saint Francis County, Arkansas. The instruments used to collect the necessary data for this project were (a) the specifically designed checklist (b) unpublished materials, and (c) the interview whenever necessary.

SUMMARY: The data obtained from the checklist, unpublished materials, and interviews were received, summarized and presented in booklet form giving the following information: (a) the name of the agency (b) the office location (c) office hours opened to the public (d) the telephone number, and (e) a brief description of the services offered by each agency. A copy of this booklet will be given to each Adult Basic Education student.

TITLE: DROPOUTS AND CAUSES IN THE BLYTHEVILLE, ARKANSAS ABE PROGRAM.

AUTHOR: Morris, Arizona H.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To secure information and become aware of the different causes or reasons for dropouts in this area in order that techniques may be studied to remove the problem that exists.

SOURCE OF DATA:
(1) Inventory of dropouts
(2) Surveys
(3) Contact agencies
(4) Contact ABE persons

One hundred twelve (112) questionnaires were mailed out and seventy-five (75) were responded to. Telephone calls, home visits, and conversations with ABE dropouts at church, on the job, etc. were employed. Thirty per cent (30%) stated that health was their reason for dropping out. Twenty-five per cent (25%) gave family problems as the cause. Ten per cent (10%) said transportation. Five per cent (5%) felt that their needs were not being met. Two per cent (2%) felt that their needs had been met.

SUMMARY: Most of the dropouts in the Blytheville, Arkansas area were because of health problems. Many of the students are in the upper fifties and above category. Heart trouble, sugar, eyesight, and inability to purchase glasses were common problems.

Other causes were family problems, transportation, employment, interest level, objectives not obtained, moved out of area and had accomplished objective desired.

COMMENTS: To help alleviate some of the dropouts in the Blytheville, Arkansas ABE Program.
1. Have very understanding teachers who can be flexible in their teaching and versatile in their teaching skills.

2. Keep in close contact with the school health and social office and various agencies in town who might be of some assistance to needy students.

3. Keep available for students a copy of agencies available in city who might help.

4. Use counseling services.

5. Provide warmth, genuineness and empathy to all students and have the sensitivity to internalize what they are saying and be willing to go many means to satisfy needs.

TITLE: CAUSES OF DROPOUTS AMONG BLACK ADULTS IN PUBLIC SCHOOLS AND ADULT EDUCATION.

AUTHOR: Moss, Ernest C.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To determine the reasons why many blacks drop out of public schools and Adult Education.

SOURCE OF DATA: This paper is based upon a questionnaire sent to black adults in a rural area of Terrebonne Parish. The questionnaire was worded to cover the following areas concerning the recipient: age at time of leaving school; present age; sex; reasons for quitting public school and reason for quitting Adult Education classes.

SUMMARY: It was concluded from the results of this questionnaire that the participants dropped out of public schools principally because they did not like school. The second major reason for dropping out of public schools was to get married.

Lack of motivation (I just did not feel like going) and babysitting problems were listed as the two major reasons for dropping out of Adult Education classes.

It can be concluded from this paper that lack of motivation was the primary reason for blacks to drop out of both public schools and Adult Education.

It is recommended that further studies should involve and acquaintance with the culture, especially general and specific attitudes of the learner. Once these attitudes are discovered, they can be used for motivational puposes.

TITLE: A STUDY TO DEVELOP NEW APPROACHES IN TEACHING ADDITION OF FRACTIONS TO ADULTS.

AUTHOR: Myles, Herbert John

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To determine which, of two different approaches to teaching addition of fractions having unlike denominators, would show significant gains in achievement, as measured by the California Acnievement Test (C.A.T.)

SOURCE OF DATA: The population for this study was chosen from the Abbeville Junion High School of Vermillion Parish in Abbeville, Louisiana. The population was composed of 105 pupils in Fifth Grade.

Seventy (70) students were randomly selected for the study, using the table of random numbers (Fox, 1969) to provide an unbiased selection of subjects.

The experimental design for the study was design (6) of Stanley and Campbell, using three groups. The basic design of design (6) was R X O, where the (R's) in design (RO) indicated random assignment of the subjects. The (X) was used to refer to the teaching approach used; and the (O's) referred to the post-test which was the California Achievement Test (C.A.T.).

SUMMARY: After the students had been taught both the old and the new method for addition of fractions, teachers who did not participate in the study administered the California Achievement Test to the students. The students were provided with paper and pencils, and recess was delayed in an effort to curb any distractions.

The author offered no recommendations; however, the null hypothesis suggested that the method employed is not necessarily significant in teaching fractions, or that more research is needed to improve the approach used in teaching addition of fractions.

TITLE: A CASE STUDY OF AN ADULT BASIC EDUCATION STUDENT.

AUTHOR: Pogue, R. E.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To study the early life and training of the student in his home, school and community and to determine how ABE has affected him and his activities.

SOURCE OF DATA: Study included his background from age six, the loss of his father, and his aid in support of his family; his early marriage and education of wife after marriage and its relation to him.

SUMMARY: J.K. enrolled in Adult Basic Education class. Experiences in ABE enabled him to take an active part in the paper work in his business. He divorced and re-married a woman on his level.

Understanding the learner's past experiences enables the teacher to plan and execute meaningful techniques and methods in instruction of adults.

TITLE: A SURVEY OF STATE AND LOCAL AGENCIES TO DETERMINE CURRENT SERVICES AVAILABLE WITH IMPLICATIONS FOR ADULT EDUCATION STUDENTS.

AUTHOR: Presson, Mavis

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To determine available community services, orient adult students to inform them of these services, and evaluate the extent to which these services were used by adult students enrolled in Adult Education classes.

SOURCE OF DATA: Personal interview with local and state agencies; individual and group counseling sessions with adult students questionnaire.

SUMMARY: A survey was made to determine available community services and a handbook was prepared listing agencies, services available, address and contact persons for each agency. The services were made known to the students and an evaluation was made to determine the extent to which these services were used by adult students. With counselors and teachers recognizing some of the more pressing needs of the students, a course in Consumer Economics was added to the curriculum. (Course outline included).

COMMENTS:

1. Addition of other courses to the curriculum to meet pressing needs of low income adults.
2. In-service training for Adult Education personnel concerning the referral agencies and services available to adult students.

TITLE: A SELECTED SURVEY OF ADULT BASIC EDUCATION TEACHERS IN PULASKI COUNTY, ARKANSAS TO DETERMINE EFFECTIVE TEACHING TECHNIQUES FOR ADULT BASIC EDUCATION STUDENTS.

AUTHOR: Robinson, Arthur Lee, Jr.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To identify and describe techniuqes which may be successfully used in Adult Basic Education programs, with the intent of seeking to define and interpret the newer trends, and to incorporate them with the older techniques.

SOURCE OF DATA: Information and data were obtained through the reading of various books and from questionnaires submitted to Adult Basic Education teachers. Some data was gathered by personal interviews with teachers. Techniques are listed and specifically described by the researcher.

SUMMARY: Conclusions state that changes do not truly become a part of a person until he has reinforced them through use. In short, the student must be actively involved in the process of learning. This research has described some of the techniques used to actively involve students.

TITLE: A STUDY TO DETERMINE THE EFFECTIVENESS OF REFERRAL SERVICES IN MEETING THE NEEDS OF ADULT BASIC EDUCATION STUDENTS IN NEVADA COUNTY, ARKANSAS.

AUTHOR: Ross, Gene M.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To provide adults enrolled in Adult Basic Education classes in Nevada County with a list of agencies and services through which they can secure assistance in order to meet their physiolgical needs.

SOURCE OF DATA: Questionnaires were sent out to thirty-one (31) agencies and twenty-nine (29) replied to the following questions: (1) What services are provided for adults in Nevada County? (2) How can adults secure these services? and (3) What is the cost of your service, is any? The areas covered are Aged, Education, Emergency and Disaster, Employment, Farming, Financial and Food Services, Health, Mental Health, Housing, Transportation and Welfare.

SUMMARY: From the study, it was concluded that low income adults enrolled in Adult Basic Education classes in Nevada County, Arkansas will become aware of the many services and assistance that are available to them through the different agencies, and will know how to utilize these services available to them.

It was recommended that a similar directory of services be prepared for each county in each state in the United States. The writer strongly urges that the cost of services be published for adults in each county where Adult Basic Education is taught. The adult brings a reservoir of experiences with him to the learning situation. He may be given to despair, want a job, or be skeptical about his ability to get and hold a job. He may be enthusiastic or have a chip on his shoulder. Anyone working with adults must consider the above characteristics when constructing a program in which they are involved. The teacher must teach the adult as he is. He must take the adult where he is, emotionally, as well as educationally.

TITLE: A STUDY TO DEVELOP A CURRICULUM OF INSTRUCTION FOR ADULT BASIC EDUCATION STUDENTS IN OKOLONA, ARKANSAS.

AUTHOR: Simmons, Nellie

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To develop a curriculum of instruction designed to meet the needs of adults in rural Okolona, where the ABE Program is a new experience for elementary teachers. This area is experiencing a change in labor forces and many are unable to find employment to support an adequate level of living. Because the educational system for preparing people for employment and for a role in society in this rural area has been limited, the curriculum for teaching today's adults should reflect these inadequacies.

SOURCE OF DATA: The researcher planned initiated special units on instruction for the Okolona ABE Program. In addition, each student was administered the ABLE test in an effort to initially assess the student as well as have a measurement for showing progress of the student upon completion of the program.

SUMMARY: Curriculum areas developed include: Language Arts, Mathematics, Social Studies, and Occupational Information. Conclusions indicate that the undereducated adult is much more likely to apply his learning when he finds a similarity between real life and those learning experiences provided within the classroom situations. He is more likely to perceive such similarilty when (1) the life situation and the learning situation are alike, and (2) the student is given practice in applying things learned in ABE classes in his life.

TITLE: DROPOUTS AND THEIR CAUSES IN ADULT BASIC EDUCATION

AUTHOR: Smith, Darline J.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY:

(1) To determine the causes of the large number of dropouts.
(2) To formulate an instructional program which would help prevent dropouts in Adult Basic Education.
(3) To present the findings, conclusions, implications, and recommendations, if any, for improving the holding power of the school.

SOURCE OF DATA: (1) questionnaires (2) personal contact (3) books

A study based on one-hundred (100) ABE students to determine the cause of dropouts in the Oak Ridge Community of Oak Ridge, Louisiana. This study was limited to the above source of data and a brief explanation of how each was used in the study.

SUMMARY: As a result of the study, it is recommended that (1) churches and adult classes of the community should provide some type of instructional program in morals and character building, and (2) a work program should be provided for the rural high school youth. Major findings indicate that pregnancy is the main cause of dropouts in this rural community. Financial problems were the second major cause for students leaving school.

COMMENTS: The study is too limited and vague in scope to have much revelance to developing an ABE Program to meet causes stated. I get the feeling the dropouts were from regular schools and not an ABE Program.

TITLE: A COMPARATIVE STUDY OF ADULT EDUCATION STUDENTS IN NEW MADRID, MISSOURI TO DETERMINE THE EFFECTIVENESS OF INDIVIDUALIZED INSTRUCTION IN MATHEMATICS.

AUTHOR: Smith, Gary S.

OBJECTIVES OF STUDY: To determine the best method of instruction for ABE students who come from different parts of Missouri with seemingly different cultures, educational backgrounds, values and work habits.

SOURCE OF DATA: Groups of fifteen (15) retained for a period of three weeks were provided concentrated instruction in the area of basic mathematics. Students referred had been interviewed and tested by an employment security counselor. The General Aptitude Test Battery was used and scores were referred along with the students. The students received were given the WRAT Test to determine their grade level achievement. Comparison of two groups -- one being given individualized instruction, the other classroom lectures -- were compared to determine effectiveness of individualized instruction. With both methods, the same final standardized tests were used to determine the degree of achievement.

SUMMARY: Groups I, III, and V were given individualized instruction while Groups II, IV and VI were given general lectures. The group averages on the standardized tests were as follows:

	Test I	Test II
Group I	76.5	69.4
Group II	69.5	59.6
Group III	77.5	68.8
Group IV	71.3	61.3
Group V	78.1	72.1
Group VI	73.8	61.6

The author states that in every case the groups taught with indivjdualized instruction had higher average scores than those taught by lecture. In comparison, groups who were given individualized attention seemed more pleased with their progress, to accept new challenges with ambition, and to be more contented with themselves.

TITLE: RECRUITMENT AND RETENTION OF THE ADULT BASIC EDUCATION STUDENT AS RELATED TO JONESBORO, ARKANSAS

AUTHOR: Smith, Jessie

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To find ways to inform the lower socio-economic class of the opportunities they have to further their education and, keeping them in the program once they have enrolled.

SOURCE OF DATA: The methods used in recruiting were: "A Back To School Tea," telephone committees, news releases from the local newspaper, television, and radio stations. These releases were weekly the first four weeks, and daily the last two weeks before the beginning of school. Local government agencies, civic clubs, manufacturing plants, churches and schools were asked to help talk up the program. Fliers were sent to the parents by the children from the schools and also distributed to the doors of the low income area. Home visits in a door-to-door survey were made by the teacher and para-professional. All were effective according to a survey of the ABE students that enrolled in the program. However, friends, fliers, home visits, radio, and former students proved to be the most effective ways of recruiting.

SUMMARY: Individual counseling and teaching, with proper placement and books according to grade level are being employed to retain the students. Also varied teaching techniques such as filmstrips, overlays, experiments and resource people are being used. Students are made to feel comfortable and very much needed so that they take an interest in their program.

The above mentioned methods and techniques proved to be effective. The researcher came up with several recommendations for future ABE Programs:

(1) Publicity should begin at least six weeks prior to beginning of classes. Primary emphasis should be placed on recruiting the adult who has never attended school, or upon the grade school dropout.
(2) Emphasis should be placed on the school being free of cost to the individual. Letters giving detailed information about the ABE Program should be sent to all major places of employment and to all civic clubs and government agencies. Schools and churches should be supplied with fliers.
(3) Careful choice of words is important in advertisements.
(4) Care should be taken in consideration of the time classes are scheduled. The possibility of child care and supervised study hall should be investigated.
(5) Time should be scheduled for teachers and supervisor to get together each month to discuss problems.
(6) Students who miss classes three times in a row should be contacted by either letter or phone to let them know that they are misses, and to encourage them to return to class. This might be handled by the para-professional.

TITLE: THE AVERAGE INCOME INCREASE OF GRADUATES OF THE GED PROGRAM AT ST. GABRIEL ADULT LEARNING CENTER, HOT SPRINGS, ARKANSAS.

AUTHOR: Strong, Ellen T.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To measure the average income after taking the GED test and to determine the economical value of the high school diploma to the graduates. Approximately 80 per cent (80%) of the participants of the GED program surveyed work as hotel employees in a town which depends on tourism for its basic economy. They hold positions as bus boys, maids and kitchen helpers.

SOURCE OF DATA: Questionnaires were sent to ninety-one (91) graduates who still lived in the Hot Springs area and seventy-one (71) were returned.

SUMMARY: All seventy-one (71) students surveyed agreed that the high school diploma was of economic significance in the city of Hot Springs. Forty (40) had received income increases since receiving their high school diploma. Aside from the economic benefits, the mosty significant response was that the GED diploma helped them to be more acceptable socially (50 responses).

TITLE: A SURVEY TO DETERMINE THE NEED FOR ADULT BASIC EDUCATION IN THE CRAWFORDSVILLE, ARKANSAS SCHOOL DISTRICT.

AUTHOR: Swan, Allene

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: The purpose of this study is to point out the justifying factors which will reveal the fact that there is a need for Adult Education in the school district.

SOURCE OF DATA: To be able to make recommendations based upon the need for an Adult Education Program in the Crawfordsville School District, a questionnaire was prepared and mailed to 75 families in the school district. Twenty-five (25) elder citizens were personally interviewed. The responses of those interviewed indicated a desire to be able to read and write for everyday living.

SUMMARY: The survey reveals there is a definite need, particularly in the 20-40 age bracket, for improving basic education in preparation for occupational training and more profitable employment. There were 39 of the 57 who responded in this age bracket of which 5 received high school diplomas and 2 who attended college. None of these listed any skills. Thirty-four (34) had farm related jobs. Twenty-nine (29) listed their weekly income as less that $50.00. Twenty one (21 of these received food stamps. Sixteen rented their homes and twenty-three homes were furnished. All 39 expressed a definite need and desire to raise their educational level in order that they might be more able to meet the economic and social needs of this community.

The Adult Basic Education Program has a definite place in the Crawfordsville School District to make sure the educationally disadvantaged adults are provided an opportunity to assume their place in the economic and social life of the district.

TITLE: A LIMITED SURVEY OF ADULT EDUCATION PARTICIPANTS TO DETERMINE WHAT CONSTITUTES AN EFFECTIVE ABE RECRUITMENT PROGRAM IN WARD TEN OF POINTE COUPEE PARISH.

AUTHOR: Toussaint, Mary Helen

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: This study is a survey to determine what constitutes an effective Adult Basic Education Recruitment Program in Ward Ten (10) of Pointe Coupee Parish.

SOURCE OF DATA: The author increased the enrollment as much as possible within the time period allotted for the study. Then she experimented with various methods and techniques used in recruitment as revealed through a sample questionnaire used in this study.

Because of time and finance, this study was restricted to thirty-five (35) adults enrolled in an integrated Adult Basic Education class in Ward Ten of Pointe Coupee Parish, although the author's initial desire was to survey the entire parish.

In Ward Ten, 70 per cent (70%) or 864 of these adults have less than a high school education and are eligible to participate in ABE.

The study began by the utilization of all methods that the writer was knowledgeable of, at the time, to get adults to enroll in the Adult Basic Education Program. The methods include announcements by radio, newspaper, letters from principals, school notices, personal phone calls by Adult teachers, personal contact by the principal, students, friends, former students of the class, former graduates of the class, relatives and other teachers.

SUMMARY: The study was to determine what constitutes an effective recruitment program in Ward Ten of Pointe Coupee Parish. There were twenty-nine (29) blacks and six (6) whites involved in this study. The author increased the enrollment as much as possible within the time period established for the study. To accomplish this objective, it was necessary to experiment with various techniques of recruitment. The result of this survey is reflected in the data recorded in a table included in this paper.

Seventy-one per cent (71%) or twenty-five (25) of the thirty-five (35) adults indicated that personal contacts of various kinds had a more pronounced effect on causing them to enroll in the program as compared to methods of public announcements. Twenty-nine per cent (29%) or ten (10) of the thirty-five (35) adults rated public announcements influential.

The survey also showed that formal education had a considerable effect on participation in Adult Education. Those who are better educated, participate more because of past experience with education, or because of their occupational intent after graduation.

The study also reveals that men enroll in the program because of a desire for job improvement.

Thus, this survey indicates that in recruitment, many techniques must be utilized.

TITLE: A CRITICAL ANALYSIS OF ADULT EDUCATION INSTRUCTIONAL PROCEDURES.

AUTHOR: Watson, Fred

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To determine effective procedures for ABE teachers.

SOURCE OF DATA: Observation of successful teachers (Ed. note: no observation instrument provided)

SUMMARY: The Adult Education teacher must create a program for each student concerned with high abilities, needs and desires. He must be understanding, sympathetic, and down to earth; he must know his subject matter and be enthusiastic about it and he must also have good teaching techniques as well as an understanding of the psychology of the adult learner. He must relate all subject matter to the real-life problems of the student and use them to promote a feeling of self-worth and an assumption of civic responsibility. In order to do so, he will incorporate many kinds of materials and many types of instructional approaches.

A skilled ABE teacher will help students to increase self-confidence, will direct them toward vocational training, and will encourage them to keep their own children from dropping out of school, thus helping to break the poverty cycle.

TITLE: A SURVEY TO DETERMINE THE PSYCHO-SOCIAL ASPECTS OF THE ADULT LEARNER IN JONESBORO, ARKANSAS.

AUTHOR: Wegert, Mary M.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: To investigate the psychological and social aspects of the adult learner.

SOURCE OF DATA: Survey I and II were administered to forty four (44) students (19 males and 25 females.) A survey of the Adult Basic Education student population of Jonesboro, Arkansas, was made to determine the relationship of the characteristics and attitudes of these adults to those reffered to in numberous research studies.

SUMMARY: The adult enters the learning situation for varied reasons and with various personal characteristics. He may want to "keep up with his kids," "be able to converse with others about popular topics," help him children with their homework, or get a diploma in order to advance to a better job. The adult brings to the learning situation varied experiences, attitudes, maturity, and ambitions, fears, abilities, and a wide range of problems which confront him.

Some of the psychological characteristics which are often possessed by the adult include the "fear of failure," and "too old to learn." "Time" is an important factor to the adult who thinks he sees "the end" of life approaching. "Insecurity" is often displayed by some adults who may be "shy" and "timid" or "hostile" with the feeling that everyone is out to "get" them. They may feel uncomfortable around other people, and often they lack self-confidence and have an "I can't" attitude.

TITLE: THE POSITIVE EFFECTS OF COMMUNITY SCHOOLS ON BLACK PEOPLE IN THREE AREAS OF ORLEANS PARISH FROM 1969-1971.

AUTHOR: Whitfield, Evelyn H.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: It is the purpose of this study to show how black people in three specific areas of New Orleans, namely, Central City, Lower Ninth Ward, and Desire-Florida, have been affected by the service and opportunities provided for them through the Community Schools.

SOURCE OF DATA: The author used acquisition of materials from the Community Schools, office files, visitations and observations of Community School in concerned as well as personal home visits in these areas.

Interviews with Community School administrators and reviewing of the textbook written on Community Schools was also utilized. Information supporting materials on the project supported the writer's findings.

SUMMARY: This project concerns itself with the Community Schools in three New Orleans areas.

The operation of these three Community schools is made possible through money that is funded by Model Cities Organization to the New Orleans Parish School Board. Teachers are selected through interviewing committees composed of Model Cities Areas residents of Orleans Parish.

Teachers of nursing must be certified or licensed registered nurses. Teachers who teach literary subjects are certified. Instructors of trade or occupational skills are certified or licensed technicians.

Lawless Area Community School is located in the Lower Ninth Ward its' boundaries include Industrial Canal to St. Bernard Parish Line – Florida Avenue to Mississippi River.

Carver Community School is in the Florida-Desire Area, bound by the Industrial Canal, Almonster Street, the Southern Pacific Railroad, and Old Gentilly Road.

This, the author states, is the epitome of poverty in the Model Cities Area of New Orleans. Poor and hostile youth are crowded into an ugly housing project and must seek entertainment and income in the streets.

Woodson Area Community School is in the Central City bound by St. St. Charles Avenue to Earhart Avenue, Earhart Avenue to Louisiana Avenue, and Louisiana Avenue to ST. Charles Avenue.

Many of the residents of this area are of a migrant population. There are 4,044 recipients of public welfare in the Central City Area.

Since 1969, black people in New Orleans Parish, through the Community Schools, have learned to improve their living conditions by respecting the rights of others, acquiring better homes, keeping their surroundings clean and beautiful and preparing and enjoying balanced meals.

With Model Cities funding and in cooperation with the Orleans Parish School Board, the Community Schools are made available to both young and old in the late afternoon, evening and summer months.

Since 1960, over 761 Blacks have profited from its Program. Presently in these areas, black people have elevated themselves to highly skilled jobs. More black people learn how to become registered voters.

In conclusion, the author feels that this study indicates the major criteria in establishing workable learning centers is to determine instructional needs. Basic kinds of skills which adults and youth need in our society must also be included to meet the demand of employers.

TITLE: TECHNIQUES FOR TEACHING THE ADULT BASIC EDUCATION STUDENT.

AUTHOR: Wilburn, Isaac G.

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Programs, Thibodaux, Louisiana.

DATE: 1972

OBJECTIVES OF STUDY: The purpose of this study was to find out some of the things our Adult Basic Education students wanted to learn based on their needs and expectations in life. We realize the Adult student is not fully aware of the things he actually needs. However, with the knowledge of what he wants, the teacher is in a better position to prepare and present to the student the things he needs.

SOURCE OF DATA: A questionnaire was prepared and a copy was observed in a personal interview with each Adult student in three Adult Basic Education Centers in addition to the center where Mr. Wilburn worked. Fifty-eight (58) persons were involved in the survey. These persons were from all parts of this county (St. Francis).

SUMMARY: My experience in this study reveals that adults have a lot of experience that can be quite meaningful to teachers in making plans in teaching. The conditions under which some adults live make it very difficult, in my opinion, for them to make it. Acknowledgement of the circumstances really does help the teacher in planning.

This information will be helpful to construct our curriculum to meet more of the needs of our adult students. We must be aware of the distance students live from school, the size of their families, the number of years spent in regular school before attending ABE classes, what influenced them to return to school, their impression of an ABE Program, and other helpful information the teacher can use in planning and providing new techniques in working with ABE students in the future.

TITLE: A STUDY TO DEVELOP METHODS OF RECRUITING RURAL ADULTS.

AUTHOR: Wiley, Frankie Lorene

SOURCE: Nicholls State University, Adult Basic Education Institute for Rural ABE Probrams, Thibodaux, Louisiana.

DATE: 1972

SOURCE OF DATA: Research, survey instrument, questionnaires.

SUMMARY: This study of the Adult Basic Education Program in the Willis area has revealed many interesting and helpful facts about the undereducated and unemployed population of this area. There are young people between the ages of eighteen and twenty-five who do not have high school diplomas. These persons would likely attend school if they had transportation. This study also reveals that many of the students who received high school equivalency certificates have either continued their education or obtained better paying jobs. These students are models for others in the community and serve as recruiting factors for the program.

Students who enroll in the program do not all have the same motives or goals. As teachers, we must let these students see some immediate successes if we expect to keep them in the program.

Within the past five years, the general public in Willis is sold more on education than ever before in its history. The study revealed some of the reasons why many of the people in this community are not participating in the Adult Program now in progress in the community. Among the many relationships compared in this questionnaire, I feel the ones which need the most attention are as follows:

1. The participation of only one race in the program.
2. The larger representation of females in the program.
3. The transportation problem of students living outside the town of Willis.
4. Involving teachers from other ethnic backgrounds in the program to bring about better relationships between all teachers and students.
5. Initiating other programs in the Adult Program such as typewriting, homemaking, clerical work, etc.

APPENDIX

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THE GRADUATE SCHOOL
NICHOLLS STATE UNIVERSITY
THIBODAUX, LOUISIANA 70301

OFFICE OF THE DEAN

BOX 2016
UNIVERSITY STATION

Dear Workshop Participant:

You have been recommended by your State Director of Adult Basic Education to attend the Nicholls State University ABE Institute for Teachers and Adminisrators of Rural Programs with Major Emphasis on the Black Adult. The Institute will be held on the Nicholls campus in Thibodaux, Louisiana, from June 7 through June 25, 1971.

PROGRAM

The three-week program will be conducted in Talbot Hall on the Nicholls campus from 9:00 A.M. to 4:30 P.M. each day, Monday through Friday. The workshop activities wil be subdivided into three major areas of interest — "Awareness of the Problems of the Rural, Underedcated Adult;" "Instruction in Rural ABE Programs;" and "Specialized Areas of Interest for Rural Program." Specific topics to be focused upon include awareness of the rural black; instructional methods and techniques; curriculum in rural programs; testing, placement and evaluation; adult performance level; retention of rural students; materials of instruction; role of the rural supervisor; and concept of the Adult Learning Center in rural programs. The Institute program will be designed to allow maximum participant feedback and involvement in the topics of interest through group and individual activities as stimulated by consultant presentations and participant response. The three-week Institute program will be coupled with a case study, research project to be conducted by each Institute participant during the fall semester (September through December, 1971) in their rural ABE program.

REGISTRATION

Registration for the Institute will begin Sunday, June 6, at 2:00 P.M. and will convoke Monday, June 7, at 10:00 A.M. in Talbot Hall, adjacent to the Student Union Building, on the Nicholls campus. If you are planning to drive, le. us suggest that you plan to arrive on Sunday, June 6, in order to complete your registration, get your room assignments, and be ready for activities on Monday morning. Participants traveling by plane will be sent tickets by the Institute in order that arrivals into New Orleans Airport on Sunday afternoon, June 6, may be scheduled in conjunction with the bus service from the airport to the Thibodaux campus.

ACCOMMODATIONS

Room and meals will be provided for you on the Nicholls campus. Participants will be housed in North and South Babington Hall and meals will be served in Acadia Hall, the Nicholls cafeteria, located next to the Student Union Building.

Dormitory rates for the entire three weeks are $31.00 per participant, which includes linens. Linens — sheets; pillow cases; hand, face, and bath towels — will be provided for dormitory occupants with pick-up and delivery twice a week Participants must provide blankets and pillows, if desired.

Meals on a seven-day meal ticket basis will cost $37.50 for the entire three weeks. A student activity fee is $1.50 and is also charged each participant for issuance of a student identification card. Total cost for room and board for the entire three weeks will be $70.00.

Participants bringing automobiles will be provided parking space on campus by purchasing a parking decal for $1.50 at registration.

SPECIAL NOTE

Participants planning to bring wives, husbands, and/or families must secure accommodations for themselves. Nicholls does not have facilities for married students or children on campus. It is strongly suggested that participants secure housing in the dormitories and DO NOT plan to bring families. Off-campus housing is not available in the Thibodaux area and it will be virtually impossible to secure adequate housing for families on a short-term basis during the Institute.

STIPENDS

As a participant, you will receive a stipend of $75.00 a week for three weeks. The $70.00 room and board fee will be deducted from your total stipend of $225.00 in order that you will not have to pay this initial amount when you register.

DEPENDENCY ALLOWANCE

As a participant, you will be paid $15.00 per week for each eligible dependent, as determined by the latest Federal income tax return. Enclosed is an information sheet, "Criteria for Claiming Dependents," which you should carefully; and attached to that sheet is a form, "Dependents - Application for Stipend." Please complete this form as soon as possible and return it to us with the other registration materials requested.

TRAVEL ALLOWANCE

Participants will be paid one round trip mileage allowance from the participant's home to the Thibodaux campus. Such allowance shall not exceed eight cents per mile by private transportation (car) or the tourist air or coach rail rate by common carrier, but the total cost of travel by private conveyance may not exceed the common carrier cost of such travel.

PARTICIPANT PAYMENT

Participant will be paid one check, comprising their stipends, dependency allowances, and travel at the conclusion of the Institute. Those participants not planning to return home on weekends should make the necessary arrangements to insure that they have enough spending money to last for the three-week stay.

CREDIT

The Nicholls State University ABE Institute will offer six semester hours of resident graduate credit from the Graduate School, Nicholls State University.

The course descriptions for the Institute program and case study project are as follows:

Education 545. 3 semester hours credit. "Methods and Techniques in Teaching Adult Education." (Organization of materials. Study and evaluation of available teaching aids and literature.)

Education 547. semester hours credit. "Problems in Supervision, Curriculum, and Instruction in Adult Education." (A review of pertinent research; intensive reading and reporting in area of interest as identified by student and instructor with certain problem areas assigned on an individual basis.)

To receive credit, participants must meet the entrace requirements of the Nicholls Graduate School and register for BOTH graduate courses offered, Education 545 and Education 547. However, no participant shall be denied the right to attend the Institute based solely on his inability to meet the graduate requirements of Nicholls State University. **Priority will be given to those applicants who meet the registration requirements of the Graduate School at Nicholls State Universityin order to assure that the maximum number of participants are eligible to receive credit for the courses offered.** Entrance requirements to the Graduate School are as follows:

1. An undergraduate degree from an accredited college or university with a grade point average of 2.0 or above on a 4.0 scale (equivalent of a "C" average.)

2. **Or** previous attendance in an accredited graduate school.

In the event a prospective participant's undergraduate grade point average is below 2.0 and he has not attended any graduate school previously, he may be admitted on a conditionaly basis to the graduate school and receive credit for the Institute program. If not, the participant may attend the program on a non-credit or audit basis.

FORMS

The forms and information sheets enclosed with this letter are listed below with a brief explanation of each.

(1) Self-addressed postcard - (Immediate Reutrn)

This postcard is enclosed for **immediate** response to the Project Director. Due to the late notification of the Institute's approval, it is **imperative** that prospective participants fill out the brief information requested on the card and immediately return the card to Nicholls. Information regarding the nearest airport to your home is requested for those participants planning to fly, in order that the institute may make arangements for your flight schedule and send your tickets to you.

(2) Appliction for Admission to the Graduate School, Nicholls State University

Please read the directions concerning the form very carefully and fill in only the information requested. A copy of your undergraduate transcript(s) and graduate transcript(s) from those institutes you listed on the form in Question 6 must be attached, along with a copy of your **teaching certificate**.

If you do not plan to take the program for the six yours graduate credit, please complete all applicable information on this form, label it at the top with the word "Audit," and you do not have to send in your transcripts.

(3) Criteria for Claiming Dependents
This sheet is for information only and should be read very carefully before completing the form, "Dependents - Application for Stipend."

(4) Dependents — Application for Stipend
Please read the information sheet attached and fill out this form accordingly.

(5) Short Term Housing Form
This form must be completed by all participants who plan to reside in the dormitories on the Nicholls campus during the Institute program

(6) Participant Information Sheet
This form is required by the U.S. Office of Education for all participants of an Adult Basic Education Teacher Training Program. Please fill out this form completely and legibly for Questions 3 through 29 and sign it at the bottom.

Participants must complete and return all necessary forms enclosed with registration requirements to the Project Director prior to May 25, 1971. Alternate participants will be selected for any participants not completing this task before this date.

CONCLUSION

We are looking forward to the opportunity of working with you this summer. Please be assured that we will do all we can to make your stay at Nicholls a pleasant one.

If you wish to notify us concerning an unforseen change of plans regarding you participation at the Institute or have any further questions, please call collect: Area Code 504, No. 446-8111, and ask for Dr. Earl Banister or Mr. Robert W. Boyet with the Nicholls State University Adult Basic Education Institute.

You may return all forms to the address below:

Dr. T. Earl Banister, Director
Nicholls ABE Institute
P.O. Box 2042
Nicholls State University
Thibodaux, Louisiana 70301

Thank you for your time and prompt attention to this matter. See you in Bayou Country.

Sincerely,

T. Earl Banister
Institute Director

Robert W. Boyet
Associate Institute Director

P.S.: PLEASE, FILL OUT AND RETURN POSTCARD RIGHT AWAY!

TEB/RWB/JOB
enclosures

APPLICATION TO

NICHOLLS STATE UNIVERSITY

UNIVERSITY STATION
THIBODAUX, LOUISIANA 70301

STUDENT NUMBER

ADMISSION FOR: ☐ UNDERGRADUATE ☐ GRADUATE

READMISSION FOR: ☐ UNDERGRADUATE ☐ GRADUATE

You Plan to Enter
☐ FALL 19____
☐ SPRING 19____
☐ SUMMER 19____

For Undergraduate: ☐ Day ☐ Continuing Education (Night)

For Graduate: ☐ Graduate School

Social Security No.

Birth Date: Mo. / Day / Year

1. Name of Applicant: Last First Middle (Maiden) Male ☐ SINGLE ☐ MARRIED Female ☐ SINGLE ☐ MARRIED

2. Home Address (Street & No.) (City & Parish) (State) (Zip Code)

3. Permanent Mailing Address (Street & No.) (City & Parish) (State & Zip Code) From: Mo. Yr. To: Mo. Yr.

4. Name of: ☐ Parent ☐ Guardian ☐ Spouse

5. Address of Person Named above in No. 4 (Street & No.) (City & Parish) (State & Zip Code) From: Mo. Yr. To: Mo. Yr.

6. You are a Veteran: ☐ Yes ☐ No

7. Race

8. Religious Preference

9. Telephone No.

10. Name and Address of High School (Name) (City & Parish) (State & Zip Code)

11. Year Graduated

12. Check Your Status for This Registration: ☐ New ☐ Re-entry ☐ Transfer ☐ Graduate ☐ Undergraduate ☐ **High School Experimental**– (Undergraduate Only)

12. a) You Have Attended Nicholls for Credit or Non-Credit ☐ Yes ☐ No

13. You Have Been Dismissed, Dropped or Suspended from any College or University. ☐ Yes ☐ No If "Yes", When & Where:

14. You Are Eligible to Return to Last College or University Attended ☐ Yes ☐ No

15. Academic Classification of Applicant: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Audit ☐ Special* ☐ Graduate

*A student who has completed undergraduate degree requirements & is taking undergraduate courses for professional growth.

16. Colleges or Universities Attended (Including Nicholls) *Use Reverse Side if Additional Space is Needed*

COLLEGE OR UNIVERSITY	CITY AND STATE	DEGREE	DATE ATTENDED To: Mo. Yr. From: Mo. Yr.	DATE GRAD Mo. Yr.

17. Field of Study: College or Division Department Curriculum or Area of Concentration

18. Graduate School Education Major Only: If "Yes", Which State?
You Hold a Permanent Teacher's Certificate ☐ Yes ☐ No

19. **Extension Course Information Only:** If "Yes", Name of Course:
You are taking only this course this semester at Nicholls ☐ Yes ☐ No

If "No", List All Courses You Are Taking This Semester Including This Course:

Signature

Date

FOR OFFICIAL USE ONLY

Undergrad. Avg.

Graduate Avg.

Admitted as: ☐ In State ☐ Out of State ☐ Accepted ☐ Rejected ☐ On Probation ☐ Provisionally ☐ Un-conditional ☐ Conditional ☐ Regular ☐ Non-Degree

Below This Line ↓ "PRINT" Only Name, Address and Social Security Number.

Name: Social Security No.

Address: (Street & No.) (City & Parish) (State & Zip Code)

Alpha Sort No.

↓ *FOR OFFICIAL USE ONLY–Do Not Write Below This Line* ↓

STUDENT NUMBER	CLASSIFICATION: Code	Yr.	Curr.	SEX	VET	BIRTH DATE: Mo.	Yr.	RES.	ORIG. ENTRY: Stat	Sem.	Yr.	ACT.	HIGH SCHOOL*: Par.	Scho.	Yr.	...	...	...	...	...	CURR. ENTRY: Stat	Sem.	Yr.

6-22

NICHOLLS STATE UNIVERSITY

ABE INSTITUTE

Research Groups

ARKANSAS

Bill Keaton

Evelyn Ballard
Laura Imboden
Julia Johnson
Arizona Morris
R.E. Pogue
Deloris Robertson
Gene M. Ross
Jessie Smith
Mary Wegert

TEXAS

Zelda Rick

Albert Barham
Jeanette Borrks
J. W. Carter
Betty Dunnington
A. M. O'Rear
Robert Middleton
Jimmy Lee Randall
Fred Watson
Bettye Williams

OKLAHOMA & KANSAS

Juanita Shaver

Angela Dague
Deloris Mills
Juanita Wallace

J. C. Babbs

Ersena Coleman
Ruth Davis
David Johnston
Odie Jordan
Patricia Mabry
Francile Moore
Tempie Moorehead
Allene Swan
Issac Wilburn

LOUISIANA & MISSOURI

Laverne Gresham

Steward Collins
Pearl Cook
Quincy Hargis
Jim Knotts
Mack Wall
Lacyne Wlaker
Charles Keeter
Gary Smith
Mavis Presson

Marie Meno

Leon Marler
Harris Ducot
Joyce Jackson
Roosevelt Landor
Roland Lassere
Yvonne Prejean
Evelyn Whitfield
Daniel Burson

Vivian Cephus
T. W. Hall
O. H. Harris

Martha Nelsen

Mary Caldwell
Sherrie Carr
Sharon Hayes
Carolyn Holt
Alice McDaniels
Arthur Lee Robinson
Nellie Simmons
Ellen Strong
Fred Whitted

LOUISIANA & MISSISSIPPI

Loy D. Hedgepeth

Elsie Allen
Pearl Cook
Dillard Guice
Helen Johnston
Darline Smith
Doris Pollard
Millie M. White
Wylee Harrison
John Haile

George Bertrand

Henrietta Freeman
Barbara Hargrave
Hammond Johnston
Ernest Moss
Lorene Watkins
Martin Wiltz, J.
James R. Blades
Gladys Baker
Annie Mae Walker
Frankie Wiley

LOUISIANA

Charles Loeb

Velma Hendrix
Betty J. Johnson
Herman Malveaux
Herbert Myles
Arline Richard
Charles Campbell
Percy Wallace

PAYMENT VOUCHER

FOR

ADULT BASIC EDUCATION INSTITUTE

AGENCY CONTRACT #278-1

NAME_____

POSITION_____

ADDRESS_____

DATE_____

PAYMENTS

1. Travel . . . . . $_____

   (per mile roundtrip)

   _____miles,_____to_____

   and return.

   Roundtrip Air Fare from _____ to

   _____ and return.

2. Stipend . . . . . $_____

   75¢ a week for 3 weeks

3. Dependency Allowances . . . . . $_____

   $15 a week for _____ dependents for 3 weeks

4. Consultant Fee . . . . . $_____

   $_____per day for _____consultant days

5. Per Diem Expenses . . . . . $_____

   $23 a day for _____days

TOTAL $_____

Signed_____ Approved_____
Dr. T. Earl Banister

ADULT BASIC EDUCATION

Criteria for Claiming Dependents

If you are a participant in an Adult Basic Education program, then you may NOT claim as a dependent any person who:

a. Is receiving a stipend or an allowance in the nature of subsistence from this or any other program of Federal Education Assistance except loans.

b. Is being claimed as a dependent of another person under any program of Federal Educational Assistance.

If there is a **decrease** or an **increase** in the number of allowable dependents during the period of the institute or workshop, then that fact must be reported promptly to the director of the institute for an appropriate adjustment of your stipend.

The following criteria for claiming dependents should be **carefully** read:

1. A male participant may claim his wife.

2. A male participant may claim his children, including step-children, who are under 18 years of age.

3. A female participant without a husband may claim her children, including step-children, who are under 18 years of age and who are members of her household.

4. A married female participant may claim her husband and her children, including step-children, who are under 18 years of age, **provided** her income during the 12 months prior to the institute or workshop exceeded the income of her husband.

5. In addition to the dependents eligible under the criteria above, a participant may also claim any person for whose support he or she is **legally** responsible, **provided**:

   a. The participant is unmarried (single, widowed, divorced) and is contributing more than half of the cost of the annual support of the person claimed, or

   b. The participant is married, the participant is contributing more than half of the cost of the annual support of the person claimed, and the participant's income exceeded that of his or her spouse during the 12 months prior to the Institute or workshop period.

6. If two participants are husband and wife, then the applicable criteria above applies to the husband or to the wife and not to both.

ADULT BASIC EDUCATION

Dependents - Application for Stipend

Name _____
Last First Middle Initial

Home Address _____
Street & Number Town or City State Zip Code

(Check One) Male____ Female____ Married____ Single____ Widowed____ Divorced____

Name of College or University for Which Applying _____

_____

Dates of Enrollment in Institute or Workshop _____

LIST OF DEPENDENTS CLAIMED

Name in Full	Relationship	Age (if child)

I CERTIFY that I have claimed dependents in accordance with the instructions given to me pertaining to this application, and that the information provided by me is true and complete to the best of my knowledge and belief.

_____
Normal Signature of Participant Month Day Year

I CERTIFY that I have examined the information submitted by the participant and, in my judgment, the participant meets the eligibility requirements for the receipt of stipend for the following amount for the period of his or her attendance at the institute or workshop.

_____
Signature of Director of Institute or Workshop Month Day Year

NICHOLLS STATE UNIVERSITY
ADULT BASIC EDUCATION INSTITUTE
PARTICIPANT INFORMATION FORM

1. NAME Mr. Mrs. Miss _____
Last Name First Name Middle Name

2. HOME ADDRESS _____
Number & Street Town State Zip Code

3. TELEPHONE NUMBER: Home _____ Office _____ Area Code _____

4. SOCIAL SECURITY NUMBER _____ MARITAL STAT.: M__S__D__W_____

5. SEX _____ RACE _____ AGE _____

6. COLLEGE DEGREES HELD:

College or University	Dates Attended	Degree	Date
1.			
2.			
3.			

Undergraduate Graduate

Major Subjects: _____

Minor Subjects: _____

7. EXPERIENCE--PROFESSIONAL OR BUSINESS (List three most recent jobs):

Employer and Location	Position	Dates	Position of Duties

8. ADULT EDUCATION EXPERIENCE :

Employer and Location	Position	Number Years	Nature of Duties
1.			
2.			
3.			

9. ADULT EDUCATION TRAINING :

1. Number of ABE workshops attended for which you have received university or college credit _____

2. Number of ABE workshops of any kind you have attended for which you have not received university or college credit _____

List National, Regional or State ABE Teacher Training Institutes you have attended : _____

_____

_____

10. ADULT EDUCATION SPECIALTY:

1. List your specialty areas in ABE (Arithmetic, English, Reading, etc.):

_____

2. Indicate grade level of instruction in which you specialize:

Level 1-3_____ Level 4-6_____ Level 7-8_____ Combination_____

11. State the complete title of your research paper:

_____

_____

_____

THE GRADUATE SCHOOL

Nicholls State University

COOPERATING WITH
THE UNITED STATES OFFICE OF EDUCATION

THIS IS TO CERTIFY that

has completed the Nicholls State University
ADULT BASIC EDUCATION INSTITUTE
for Teachers and Administrators of Rural Programs

THIBODAUX, LOUISIANA
Institute Location

JUNE 7-25, 1971
Date

Institute Director

Associate Director

TIME VOUCHER

FOR

NICHOLLS STATE UNIVERSITY
ADULT BASIC EDUCATION INSTITUTE

Agency Contract #278-1

NAME _____

POSITION _____

MONTH OF _____

WEEK OF	DESCRIPTION OF ACTIVITIES	NUMBER OF HOURS
	TOTAL HOURS	

This is to certify that the above services were performed in accordance with my assigned responsibilities for the Nicholls State University Adult Basic Education Institute, over and above the responsibilities of any regular employment, and the time listed above was not performed during the working hours of my regular employment.

_____
Signed

_____
Approved: Dr. T. E. Banister
Project Director

SUGGESTED RESEARCH PROJECTS

1. Objectives for training teachers in the counseling of ABE students.
2. Test to evaluate the educational level of Rural Blacks.
3. Techniques for teaching the ABE student.
4. Black communication versus white communication.
5. To test or not to test: when and who.
6. Attitudes and beliefs of the Rural Blacks.
7. The feasibility of learning centers for rural areas.
8. Curriculum: white or black (should they differ?: how?)
9. Guidelines to help the white teacher understand the uneducated Rural Black and their culture.
10. Determining the priority needs of the Rural Blacks.
11. Identifying the difference in Rural Urban Blacks.
12. The planning and utilizing of a guidance project.
13. "Agencies": their role in community and how the people participate in them.
14. The effectiveness of counseling in the Rural Black Community.
15. Recruitment
16. Retention
17. Follow-up
18. Develop techniques and guidelines for Rural Black individual inventories.
19. What is a good Adult Basic Education Program?
20. Data Processing: Implication for the Rural Blacks.
21. Psychology of the Adult Learner.
22. Opinion of the Rural Black adult concerning education.
23. Rewarding ABE students
24. An ideal Adult Teachers Education Program on the undergraduate or graduate level.
25. Diagnosis of the Adult Learner.
26. Develop a system for practice type experience in teacher education or in-service training.
27. Reaching the hard-core.
28. Drop-outs-causes.
29. Funding the ABE.
30. Problems of Prejudice.
31. Impact of paraprofessionals on the ABE Program.
32. The value system of the Rural Blacks.
33. What behavioral changes should a Rural Black ABE program seek?
34. How counseling influences a retention?
35. Instruction in Consumer Education for Black Adults.
36. Use of Media to Stimulate Black Adults.
37. Monetary rewards versus Non-monetary rewards.
38. Student problems of rejection.
39. Role playing techniques for ABE Classes.
40. Ideal qualities for ABE teachers.
41. Special problems of the relocated Rural Black.
42. The average income increase resulting from ABE.
43. A study of the agencies that work with adults.

NICHOLLS STATE UNIVERSITY
ADULT BASIC EDUCATION INSTITUTE

BANQUET

JUNE 24, 1971

INVOCATION	LUTHER BLACK DIRECTOR, ADULT EDUCATION ARKANSAS
INTRODUCTION OF SPECIAL GUESTS	EARL BANISTER NICHOLLS STATE
GUEST SPEAKER	WALTER WRIGHT DIRECTOR, CONTINUING EDUCATION NEW ORLEANS, LOUISIANA
DISMISSAL	

RECOMMENDATIONS

RECOMMENDATIONS

The following are recommendations to the U. S. Office of Education from participants, staff associates, and consultants regarding improvement of ABE Rural Programs at the local, state, and national level.

1. Advance funding of ABE appropriations to state programs prior to the beginning of the regular school year.
2. Increase appropriations to meet the overwhelming needs for ABE, both urban and rural.
3. A more concise and valid reporting system to the U. S. Office of Education.
4. Better cooperation and communication among federal grant programs to prevent overlapping.
5. Broadening the scope of ABE to include vocational and technical training to better meet the objectives of adult students.
6. The inclusion of local, experienced ABE personnel as well as lay persons on regional and national advisory commissions.
7. The expansion of ABE teacher training programs and special projects with more emphasis on those projects incorporating good dissemenation activities and which relate to practical needs of the program.
8. A direct grant to each state or region each year from Section 309 funds to provide each state program or region with an annual appropriation for teacher training activities.